STUDY OF THE ATTRIBUTES AND BEHAVIORS OF MIDDLE SCHOOL PRINCIPALS IN SUCCESSFUL TITLE I SCHOOLS

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirement for the Degree

Doctor of Education
In Professional Leadership

By:
Aneka Bolden-VanCourt
August 2015

STUDY OF THE ATTRIBUTES AND BEHAVIORS OF MIDDLE SCHOOL PRINCIPALS IN SUCCESSFUL TITLE I SCHOOLS

A Doctoral Thesis for the Degree
Doctor of Education
In Professional Leadership

By
Aneka Bolden-VanCourt

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I can do all things through Christ who strengthens me. Philippians 4:13

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Love Always,

Your first born granddaughter

STUDY OF THE ATTRIBUTES AND BEHAVIORS OF MIDDLE SCHOOL PRINCIPALS IN SUCCESSFUL TITLE I SCHOOLS

An Abstract
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Abstract

School leadership is being urged to change in order to meet the needs of societal and school demographics. By increasing our efforts to bridge the gap for our youth in transition between elementary and high school, we are modeling a unified system that sends the message that all youth matter (Balfanz, 2007; Ogbu, 1987). Middle school principals are now responsible for providing effective leadership in a wide variety of specific subjects. Principals today are encouraged to restructure a school by possessing and providing idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration, all while creating a school climate that will yield successful academic improvement.

The purpose of the study was to study the attributes and behaviors of middle school principals in successful Title I schools. This study explored the leadership styles and best practices reportedly used by the principals in order to meet the diverse needs of all students and increase academic achievement. The study examined the attributes and behaviors of Middle School Principals in Title I Schools. The role of the leader in shaping and directing the school towards academic success was also examined.

The leadership style and practices of a principal play an important part in student achievement. Grasping the leadership practices and the effect of the practices on middle school achievement provides a wealth of knowledge that will advance our understanding of middle school students and improve student achievement.

The Multifactor Leadership Questionnaire (MLQ) was used to determine strengths and areas of improvement and a face-to-face interview was conducted to explore principals'

perceptions of their leadership practices. The MLQ measures a broad range of leadership types. In this study, principal leadership seemed to play a significant role in the success of the campus.

All of the principals in the study exhibited attributes and behaviors that coincide with Transformational Leaders. Idealized Influence was included in the Top 3 for all of the Title I principals.

The researcher searched for commonalities and differences. The findings from this study revealed that each of the four Title I middle school participants engaged in various initiatives and actions that contributed to their campus success. The first common initiative that all of the principals implemented was the alignment of curriculum to state standards. Secondly, all of the participants were highly visible in the classrooms. The principals believed they needed to be visible to parents, teachers, and students, and consistently communicate the vision for student success. Thirdly, the principals felt strongly about creating ways to empower teachers and staff to build leadership capacity and positive relationships. Finally, principals consistently communicated their vision to all stakeholders. These common behaviors were (a) ongoing monitoring and evaluation of programs, (b) visibility, (c) building relationships, (d) building leadership capacity, and (e) shared vision. Recognizing the attributes and behaviors shared by leaders who are successful in Title I schools will help school districts to identify those who would be effective in creating a climate of success within such a challenging environment.

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Chapter I:

Introduction

Middle school students give a new meaning to "in the middle." Students between the ages of 10-14 go through many changes including: social, emotional, physical, and academic. Because the adolescent years are characterized by a large amount of developmental transformation, adolescents require additional support and understanding from staff members in the schools. Young adolescents straddle a fine line between a need for independence, the search for identity, and the all-encompassing desire for reassurance and guidance from caring, adult role models (Stevenson, 2002).

Middle school teachers and principals have to understand the age groups they serve, specifically the changes these students experience during their middle school years. Adults aware of adolescent development are not surprised to find students confident, overflowing with enthusiasm, mature, energetic and humorous one minute and then emotionally fragile, physically sluggish, child-like, and misunderstood the next (Brighton, 2007). The education of middle school students is grounded in the vision and hope that our schools will be staffed by collaborative administrators and educators who knowingly understand the culture and learning structures best suited to meet the needs of this age group (Nation Middle School High Stakes Testing and NCLB, 2001). Accountability measures place middle schools at the center of attention for improving student achievement (NMSA, 2006). Furthermore, staggering high school dropout rates supportably show 'warning signs' (Balfantz, 2007) as early as sixth grade with "68% of our nation's eighth graders reading below proficiency and one-quarter unable to read at even the most basic level" (Balfantz, p. 5). Students in many at-risk schools are not achieving at the same academic levels as their counterparts in middle-class schools. Educational

leaders are challenged with the job of ensuring the success of all students despite their social and economic status. This challenge is more prevalent today because of the standards established by both state and federal legislations.

Educators face other challenges such as a lack of funding, student-teacher-ratio, high-stakes accountability, students with disabilities, drugs, alcohol, and gangs, to name a few. School leaders not only have to address the school issues but also the societal ones to find solutions that will ensure student success. Educators are also faced with criticisms at all levels. It is this very criticism that has led to a report on the state of our public schools, "A Nation at Risk." This report indicates a pattern of declining performance of our students. It highlights the concern that America has lost its leading role in commerce, industry, science, and technological innovation because of the decline in performance of American students (Harris & Harrington, 2006). Because of these findings, higher expectations and measurable goals for all learners, including minority and disadvantaged students, were put in place. These findings served as a warning to new and existing leaders, researchers, and university scholars of the dire need to promote the success of adolescents in the schools.

Background of the Problem

The purpose of the No Child Left Behind Act of 2001 (NCLB) was to improve student achievement and close the achievement gap. NCLB states that all students, regardless of their class, race, or socioeconomic status, must be offered highly qualified teachers and a strong focus on reading and math. It also requires that all schools report their annual yearly progress (AYP), and grants freedom of choice for those students who attend schools who do not meet AYP.

Finally, NCLB requires schools that do not make AYP to provide supplemental education for students who are still enrolled.

Every state has developed benchmarks to measure progress and ensure that all students achieve academic success. States also have to disaggregate student achievement data to divide students by the following subgroups: Limited English Proficiency (LEP), Special Education, Hispanic, White, Black, and Economically Disadvantaged. School districts and campuses that do not meet Adequately Yearly Progress (AYP) for two straight years in any subgroup would be considered in "need of improvement." There is a significant achievement gap between economically disadvantaged students and those that are not.

The challenge of reducing the achievement gap remains at the forefront of education reform. There are many Title I schools that have improved academic achievement for economically disadvantaged students with a history of low performance. However, as the population of at-risk children increases, the principal is still held accountable for ensuring the academic success of all students. "The national mandate to leave no child behind has placed the need for quality school leadership into bolder relief than at any other time in our history" (The Wallace Foundation, 2003 p.7).

Statement of the Problem

Middle school leadership requires change in order to meet the needs of societal and school demographics. By increasing our efforts to bridge the gap for our youth in transition between the elementary and high school, we are modeling a unified system that sends the message that all youth matter (Balfanz, 2007; Ogbu, 1987). Currently, middle school principals are responsible for providing instructional leadership in a wide variety of specific subjects (Cole,

1999; Kilpatrick 2001). Research from successful Title I middle schools provides important direction for increasing success in rigorous high school curricula and post-secondary experiences.

Successful principals have the ability to draw upon a variety of qualities, strategies and skills that they use according to their values and current needs. Elmore (2006), states that for successful principals and their staff, both moral and instrumental purposes and successes are defined more by internal accountability than external accountability. Successful principals embrace change as long as it adds value to the education of all the students in their school.

High stakes testing and NCLB (2001) accountability measures place middle schools at the center of educational reform for improving student achievement (NMSA, 2006). This study seeks to inform new and existing middle school leaders at Title I schools, researchers, and university scholars of attributes and behaviors that can promote the success of our minority students at Title I campuses.

Research has consistently shown that low socio-economic status (SES) is a major indicator of child well-being and is linked to low academic performance (Beauvais and Jensen, 2003). Evans (2004) states that lower income households are less stable and that children in those homes lack family support and may have been exposed to some type of violence. Additionally, these families lack the cognitive stimulation normally gained by reading or being read to and the vocabulary development ordinarily gained through complex communications (Evans 2004). Youth from such households are disproportionately children of color, with 40% being African American and Hispanic and the remaining 20% being White (U. S. Department of Education 2000).

Students in many at-risk schools are not achieving at the same academic levels as their counterparts in middle-class schools. Poor academic performance by at-risk students is evident in our Title I middle schools. Districts and schools have made improvements in academic performance, but there is little data on what has worked and why. The gaps are not being bridged on a continuous basis; it appears to be a "trial and error" quality to such improvement acts.

All children, regardless of their socio economic status, residence, or color of skin, deserve a quality education. Schools play a vital role in the lives of children. There are numerous Title I schools across the nation that are excelling academically. Educators are challenged to ensure academic success of all students despite their social and economic barriers. Today, this challenge is more relevant due to the rigid state requirements and the federal No Child Left Behind Act.

Research has shown that effective leadership contributes to school success (Burns, 2006). The attributes and behaviors of middle school principals at Title I schools is believed to influence academic success (Bass & Avolio 1994). Strong leadership paired with research-based best practices has proven to help students overcome challenges in the education process (Bottoms & O'Neil, 2001). Policymakers and educators across the country are now calling for schools to focus on that which will have the most direct impact on the academic success of *all* students: the instructional strategies and practices of principals and teachers (Lubienski, 2006).

Purpose of the Study

The purpose of this study was to identify the attributes and behaviors of middle school principals in successful Title I schools. This study explored the leadership styles and best

practices reportedly used by the principals in order to meet the diverse needs of all students and increase academic achievement. The study also examined how the self-ratings of the four principals on the Multifactor Leadership Questionnaire (MLQ) were similar to and different from the ratings of their colleagues. The MLQ measured each principal's leadership across five dimensions: Charisma, Individualized Consideration, Intellectual Stimulation, Contingent Reward, and Management by Exception. The MLQ attempts to measure and explain factors necessary for effective leaders. The MLQ measures a wide range of leadership types, from passive leaders, to leaders who provide contingent rewards to followers, to leaders who transform their followers into leaders themselves. The principals' perceptions of what contributes to the success of a Title I school were also examined.

Research Questions

In an effort to provide valuable and pertinent information in increasing academic achievement of all students at Title I middle schools, four research questions guided this mixed-methods case study. The four questions that guided this research were:

1. What are principals' perceived strengths with regard to self-rating on the MLQ?
2. How are the Title I Principals' perceived strengths aligned with other raters' MLQ results?
3. What are the principals' perceptions of their role in the success of a Title I campus?
4. How are perceived strengths and areas of improvement reported on the MQL similar to and different from principals' perceptions of what contributes to the success of a Title I campus?

Significance of Study

Quality leadership involves using the heart, the hand, and the head (Sergiovanni, 1992). Educators should be able to discuss and debate leadership practices and share those discussions. These discussions help frame the leaders' perspectives on vision, so that leadership is available to all. Leaders guide the understanding of instruction, learning, and building relationships with stakeholders. Leadership is action it has to do with persons and not ideas. It focuses on what drives you, not the bureaucratic, or the psychological, but the professional and moral authority (Sergiovanni, 1992).

Poor academic performance by at-risk students is evident in our Title I middle schools. Districts and schools have made improvement in academic performance, but there is little data on what has worked and why. The gaps are not being bridged on a continuous basis; it appears to be a "trial and error" quality to such improvement acts. All children, regardless of their socio economic status, residence, or color of skin deserve a quality education. Schools play a vital role in the lives of children. There are numerous Title I schools across the nation that are excelling academically.

Strong leadership paired with research-based best practices has proven to help students overcome challenges in the education process. Important factors have been identified in schools that have closed the achievement gaps or improved student achievement within certain student populations (Blasé & Blasé, 2000). These achievements have provided hope and motivation for students living in poverty.

There are very few studies that offer solutions, specifically instructional practices and educational strategies that may help to narrow the gap (Wenglinsky, 2004; Johnson, 2009;

White, 2009). Furthermore, pedagogical strategies need to be examined so they may help narrow the achievement gap. The results of this study will contribute to the body of knowledge regarding pedagogical strategies and educational practices that may be implemented in order to narrow or close the achievement gap between minority students and their counterparts. The findings may encourage school districts and administrators to focus their efforts on the various leadership practices and characteristics that are currently being utilized at these successful Title 1 middle school campuses.

This study sought to provide information on the attributes and behaviors of middle school principals in successful Title I schools. This study provided beneficial information that administrators, teachers, and educational researchers will be able to utilize in an effort to improve scores in Title 1 schools. This study is important for future research in that results from this study could assist administrators in analyzing how leadership practices can affect student performance. Results may have ramifications for community stakeholders, educational advocates, and members of the school board.

Methodology

Due to the subject matter and context of this study, the researcher employed a mixed methods approach. The research took place at four different Title 1 schools. As a result, a mixed-methodology was appropriate, given the use of a purposeful sampling and a collection of open-ended data (Creswell, 2003).

Furthermore, due to the goals, limitations, and focus of this study, the researcher implemented a phenomenological research approach. This mixed-methods framework was suitable because it was utilized in an assortment of settings, including education (Tesch, 1988). All participants had

experience working at a Title 1 middle school as defined by level of income. In-depth interviews with four administrators were conducted in an attempt to further understand how the attributes and behaviors of the middle school principals impacted the success of the Title I schools.

Limitations

The findings of this study were limited to the setting where research took place. In addition to the setting, another limitation was the willingness of the participants to share honestly. Other limitations for this study included conditions in the middle schools where the study was conducted, the socioeconomic levels of the different middle schools in this study, and the forthcoming of the principals. The results from this study cannot be applied to every Title I middle school campus.

Definitions of Terms

The following definitions were provided for the purposes of this study:

Achievement Gap. The observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, ability, and socioeconomic status (U. S. Department of Education, 2004).

Adequate Yearly Progress (AYP). One of the cornerstones of NCLB and an annual measure of student participation and achievement of statewide assessments and other academic indicators (U. S. Department of Education, 2004).

At-risk students. Students who are not experiencing success in school and are potential dropouts. They are usually low-academic achievers who exhibit low self-esteem. Disproportionate numbers of them are males and minorities. Generally, they are from low-socioeconomic status families. Students who are both low income and minority status are at

higher risk; their parents may have low educational backgrounds and may not have high educational expectations for their children (Pallas, 1989).

No Child Left Behind (NCLB). An act aimed at closing the achievement gap of minority and non-minority students and between disadvantaged children and their more advantaged peers (U. S. Department of Education, 2011b).

Socioeconomic status (SES). An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others based on income, education, and occupation (North Central Regional Educational Laboratory, 1995).

Title I. A federally funded program created to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education (U. S. Department of Education, 2004).

Title I School. A school with large concentrations of low-income students; at least 40% of the student population must receive free or reduced lunch in order for the entire school to receive funding under this program (Great Schools, 2012).

School Climate. The set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members (Hoy & Miskel, 2005).

Teacher Efficacy. The perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on the students (Goddard, Hoy & Hoy, 2000).

Leadership. The set of behaviors which define the way decisions are made through the use of power and interaction with followers (Lashway, 1999).

Powell Model. A model identifying effective school leadership behaviors that are labeled in five domains. The domains include: (a) vision, mission, and culture; (b) curriculum and classroom instruction; (c) collaboration and shared leadership; (d) family and community involvement; and (e) effective management. These domains influence principals' behaviors and practices.

Principal. The chief executive officer of a school site who manages the instructional program.

Successful Title I Principal. The chief executive officer at a school with a large population of low-income students; at least 40% of the student population receives free or reduced lunch. The principal is effective with instrumental outcomes of students, positive personal and social outcomes, well-being, and equity.

Transactional Leadership. Leadership which espouses behaviors which are associated with transactions between leaders and followers. This is often associated with compliance in attaining a certain task or behavior (Antonakis, Avolio, & Sivasurbramaniam, 2003).

Transformational Leadership. Leadership which increases organizational members' commitment, capacity, and engagement in attaining goals (Leithwood&Jantzi; 2006; Marks &Printy, 2003).

Organization of Remainder of Study

The remainder of the study was divided into four chapters. Chapter 2 includes a review of the literature related to achievement gaps, culture, climate, transformational leadership, and how they relate to the success of minority students at Title I middle schools. Chapter 3 presents the methodology and the design of the study. In addition, Chapter 3 describes the research

methodology, importance of the study, research design, setting, the participants, assurance of confidentiality, collection of data procedures, and process of data analysis. Chapter 4 presents the findings of the study. Finally, Chapter 5 presents a summary of the data, draws conclusions from the data, and recommends areas for further research.

Chapter II:

Review of the Literature

This chapter reviews literature and topics related to this study. This study also spotlights attributes and behaviors for administrators and teachers to implement in order to support students who are not meeting academic standards. The four major topics related to this study are the history of the achievement gap, middle grades reform, culture & climate, and leadership.

History of Achievement Gaps

The United States authorizes education under the Fourteenth Amendment. However, the Constitution does not specifically mention education; therefore, the authority of education resides within the states. Education policy and practice have been interpreted and implemented differently among states (Zirkel, 2001).

State standards and current accountability structures, both federal and state have indicated the need for an analysis of the achievement gap problem for over a decade. Many large-scale studies have been conducted to examine the achievement gap and the common practices that are helping to close the achievement gap in effective schools (Williams, 2005). A review of these issues will call for the need for an analysis of the achievement gap problem.

All citizens are guaranteed equal protection under state and federal law under the Fourteenth Amendment. The Constitution is the highest level of law in the country and establishes power over education. This guarantee of equal protection includes the prohibition of discrimination in U.S. public schools (Russo, 2004). The landmark cases of *Brown v. Board of*

Education of Topeka and others changed the appearance of traditional classrooms, schools, and districts by allowing minority students to attend majority White schools and acknowledging a disparity in the education of disadvantaged students. The *Brown* decision became the landmark event by which all federal laws and court decisions affecting civil rights in public education are measured (Wong & Nicotera, 2004).

Minority children were deprived of equal educational opportunities, such as up-to-date facilities, highly qualified teachers, and exposure to the core curriculum. The *Brown* decision allowed minority students access to updated facilities, core curriculum, and highly qualified teachers. Local school districts allotted funds to minority schools in an attempt to keep minority students from attending other facilities. These fiscal resources allotted to minorities academic resources that had previously been unavailable to them such as adequate facilities, desegregated schools, and qualified teachers (Cross, 2004b).

Achievement Gap

Achievement Gap is a term that describes the discrepancy in academic achievement between minority and low socioeconomic students and their White counterparts. Traditionally, students of color, particularly African American students, score significantly lower than White students on standardized tests in school districts across the nation (Berlack, 2001). Lee (2002) defines the gap between racial and ethnic groups based on academic performance outputs and Haycock (2001) defines achievement gap in the school setting between students of color and low socioeconomic and their White middle-class counterparts. Slavin and Madden (2006) defines the gap in performance between African American and White students starting in elementary.

Anderson, Medrich and Fowler (2007) see it as the gaps within a school between students of color and White students based on national assessments.

Statistics reveal that academic gains by African American students have vanished rapidly over the last 40 years. Statistics show that African Americans performed significantly lower than their non-minority peers (Lee, 2002). The Achievement gap has been a point of discussion, study, and debate for decades, even as far back at the 1960's. President Johnson's declaration of a "war on poverty" in 1964 brought forth the Civil Rights Act which particularized that the educational opportunities in our public schools be examined. The Department of Education commissioned a study titled, "Equality of Educational Opportunity", often referred to as "The Coleman Report". The study was the first to use data from over 600,000 educators and students all across the country, and it included using test scores as an indicator of whether students were receiving an equitable education (Kiviat, 2000). The Coleman Report suggested that the background of a child had strong implications on their academic performance and success in school, and that student success was closely related to their sense of control of their environment and their individual future (Coleman et al. 1966; Kiviat, 2000; Marzano, 2003). Linking socioeconomic status and test score data reveals a difference in test scores by a standard deviation of 15 points, which means that low socioeconomic status results in lower test scores (Duncan & Magnuson, 2005).

A student's basic needs must be met first in order for that child to succeed (Maslow, 1943). Basic needs refer to food, shelter, and clothing. Low socioeconomic status is not a sole factor in explaining the achievement gap but there is a correlation between academic achievement and socioeconomic status (Lynch, 2006). Some researchers feel that the structure of

the family contributes to the achievement gap (Lynch, 2006). A vast majority of minority homes are led by women (Bandura, 1998). Minority students tend to come from single-parent homes, which often leads to lack of supervision, nourishment, and resources (Lee, 2002). Research has pointed to the difference in achievement between children of dual-income and single-income families due to the lower income of single-parent families (Lynch, 2006).

The National Assessment of Educational Progress highlighted the growing achievement gap in 2008 that exists in the United States. According to the Nation's Report Card for 2008 (U.S. Department of Education, 2008), while minority students' test scores have increased since 2004, so have the test scores of White students', which leaves the achievement gap remaining for Hispanics and Blacks. The caveat is that all student group scores are increasing; thus the achievement gap is not narrowing for at-risk populations when comparing the Black and White groups or Hispanic and White groups (Germeraad, 2009).

The future will call for individuals to be skilled in technology, critical thinking, foreign languages, and problem solving. Critical thinking is a basic skill that will be needed in the future. It is estimated that 66% of upcoming ninth graders will leave high school deficient in reading and mathematics; thus, their globalized skills are even more deficient, especially for minority youth (Gates & Gates, 2007).

Slavin & Madden(2006) show that minority youths are not prepared to compete the same as their White counterparts in our global society. If the achievement gap persists and only limited skills are taught, minority students will have little or no access to high paying jobs. Students who will become the next work force must have the skills to maintain and foster the economy (Viadero & Johnston, 2000). Some reasons that account for minorities being academically lower

than their counterparts are: poverty, lack of educational resources, and language barriers (Kiviat, 2000). Based on the literature, socioeconomic status is one of the major factors that causes the achievement gap problem (Germeraad, 2009). Conditions that influence poverty are income, neighborhood, and education (Lynch, 2006). Linking socioeconomic status and test score data reveals a difference in test scores by a standard deviation of 15 points, which means that low socioeconomic status results in lower test scores (Duncan & Magnuson, 2005).

While low socioeconomic status is not the sole factor in explaining the achievement gap, there is a correlation between academic achievement and socioeconomic status. (Lynch, 2006). Millions of minority children are not prepared educationally and fail to succeed academically every year (Johnston, 2000); consistent or generational poverty is a large issue for minority students.

Of all the inequalities that exist in the American education system, researchers have probably tried to address racial inequality more than any other (Orfield, Kahlenberg, Gordon, Genessee, Slocumb, & Payne, 2000). The presence of a persistent academic achievement gap between African Americans (as well as Latinos) and White Americans reflects the continuation of racial inequality. A large difference in test scores is still present and remains a thorny issue among American educators. Numerous educators and social scientists have raised concerns about the achievement gap between many non-white and white students (Green, 2001; Green, Blasik, Hartshorn,& Shatten-Jones, 2000; Haycock, 2001; Jeynes, 2003b; Slavin & Madden, 2001), especially since there is a general consensus that if people take appropriate actions, the gap can be substantially reduced or eliminated (Jeynes, 2003b; Slavin & Madden, 2001). This concern has not only been expressed at the research level but at the public policy level as well

(Green, Blasik, Hartshorn, & Shatten-Jones, 2000; Jackson, 1978; Jones, 1984; Rumberger & Williams, 1992; Slavin & Madden, 2001). Prominent individuals like Jesse Jackson have brought this issue to the forefront of public awareness. Researchers have known for years that an achievement gap has existed between white sand certain racial minorities, including African Americans (Cross & Slater, 1995; Slater 1999). The gap exists across most academic subjects (Conciatore, 1990; Gordon, 1976; Green, Blasik, Hartshorn, & Shatten-Jones, 2000; So & Chan, 1984). Although the achievement gap did decrease somewhat during the 1980s, there is some debate about whether the gap increased or decreased during the 1990s (Haycock, 2001; Hedges & Nowell, 1999). Most evidence suggests that the gap increased somewhat during the 1990s (Cross & Slater, 2000; Haycock, 2001).

Ogbu (1990) examined the achievement gap between non-White and White students by means of an educational environmental theory. This theory of minority student performance posited that there are two sets of factors influencing minority school: (a) how society at large and the school treat minorities (the system) and (b) how minority groups respond to those treatments and to schooling (community forces). The theory further suggests that differences in school performance between immigrant and non-immigrant minorities are partly due to differences in their community forces (Ogbu, 1990). Ogbu pointed out that factors such as "the system" and "community forces" are determinants of the academic achievement gap. Gaps in academic achievement are oftentimes contributed to socio economic factors (EPE Research Center, 2004).

Many districts opposed the notion that standardized tests were the best way to measure student achievement because they were largely excluded from how school accountability laws were designed (DeBray, 2005). Researchers believe educators should be included in national

efforts to close gaps between racial and socioeconomic groups (Sunderman, Kim, & Orfield, 2005). The evolution to use accountability and standards was surveyed with the endorsement on NCLB. This movement brought about a system to measure student achievement based on rigid academic standards and curriculum (Sunderman, Kim, & Orfield, 2005).

As of 2007, there were many economically-challenged minority middle schools that were performing below the mark in Texas and a few that were considered successful (Texas Education Agency, 2007). Economically-challenged was often used when referring to low performing schools. Expectations were for educators to close performance gaps within this population. The No Child Left Behind Act allowed students attending low-performing schools the option to transfer to high-performing ones (U.S. Department of Education, 2002).

Common factors between successful schools have been found by researchers. Waits (2006) declared that "Beat the Odd" schools consisted of: focused principals, data utilization to support individual student needs, streamlined vision aligned with things they could change, and results-oriented staff. Successful schools were academically focused and utilized time effectively. The truth is there is no single program that is created that can meet the academic needs of all students, specifically with our Title I minority middle school students. In order to increase the number of minority students that are achieving success in middle schools, it is important to understand what tools and best practices are being used with success.

Research has found that effective teachers play a vital role in increasing student achievement (Reeves, 2001). Strong administrative leadership is another characteristic of successful schools (Edmonds, 1979; Marzano, 2003; Reeves, 2001). The goal of most educators is to ensure that all students receive the necessary skills and knowledge to succeed academically.

Unfortunately, many students still do not attain the minimum bar of academic success (National Center for Education Statistics, 2011).

In *Race to the Top* (2009), President Barack Obama stated:

> America will not succeed in the 21st century unless we do far better job of educating our sons and daughters…And the race starts today. I am issuing a challenge to our nation's governors and school boards, principals and teachers, businesses and non-profits, parents and students: if you set and enforce rigorous and challenging standards and assessments; if you put outstanding teachers at the front of the classroom; if you turn around failing schools-your state can win a Race to the Top grant that will not only help students outcompete workers around the world, but let them fulfill their God-given potential. (p.20)

Ten years ago, school leadership was absent from most school reform agendas. No one was certain about how to proceed with major school reform. Today, improving leadership in schools is high on the list of priorities for school reform. A survey conducted in 2010 declared principal leadership among the most pressing matters on a list of concerns in public school education. There are many new tools that are available for measuring principal performance (NCES, 2011).

Race to the Top was created to spur innovation and reforms in state and local district K-12 education. President Barack Obama and U.S. Secretary of Education Arne Duncan announced this contest on July 24, 2009. Points were awarded to states for satisfying specific educational policies, such as performance based standards for teachers and principals, lifting caps on charter schools, and turning around the lowest-performing schools. The Obama

Administration declared its commitment to reforming America's public schools to provide every child access to a complete and competitive education. Race to the Top was backed by $4.35 billion in investment (USDE, 2009). The vision for the reforms contained in Race to the Top was to help prepare American students to graduate high school prepared for college and career, and allow them to out-compete any worker, anywhere in the world. The Early Learning Challenge addressed the inequities in the quality of programs, and required the bar to rise for all early learner students. States were encouraged to transition the programs for early learning to quality levels so that the outcome would be successful for all learners (USDE, 2009).

Duncan (2009) states:

> Federal efforts such as Race to the Top are emphasizing the importance of effective principals in boosting teaching and learning. Paying attention to the principal's role has become all the more essential as the U.S. Department of Education and state education agencies embark on transforming the nation's 5,000 most troubled schools, a task that depends on the skills and abilities of thousands of current and future school leaders. (p.4)

Middle Grades Reform

Middle grades reform began in the early years of the 20th century. Policy leaders responded to high immigration rates by creating more schools and advocated that students remain in those schools past the elementary years. They predicted that this policy would help absorb the country's new immigrants. Duncan (2011), states the momentum for middle grades reform came from the field of psychology, as psychologists maintained that adolescence is a specific phase of life that required an educational model of its own. During that time, tracking

student progress was easy and exposed high dropout rates. This indicated the need for a better transition from elementary to high school.

Junior high schools were forming all around the country. Lounsburry (1992) recalls that the first junior high schools appeared in 1910, and there were nearly 900 by 1925. "The number of junior high schools was up to 8,000 in 1970" (p. 7). The trichotomous organization of schooling—elementary and secondary schools separated by a middle level—continuously became the norm in most parts of the country.

Junior high schools were made up of grades seven to nine, seven to eight, or another form. In 1960 critics insisted that junior high schools needed their own educational mission (NMSA, 1973). Junior high school's purpose was to serve as a bridge from elementary to high school, but studies show that few of them did. Beane (2001) and Lounsbury (1992) alleged that the junior high school model ignored the social pressures and emotional changes that are typical of early adolescence. The criticism and call for "developmental responsiveness" (NMSA, 1973) has been the motivating force for the modern generation of middle grades reformers from the 1970s to the present.

In most parts of the country the term "middle school"' has come to replace "junior high school." The National Middle School Association (NMSA) was founded in 1973. It currently claims 30,000 members. NMSA hosts conferences, produces publications, and promotes the middle school movement. In 1982, the NMSA released the *This We Believe* platform, which was updated in 1995. The platform outlined the essentials of a "developmental responsive middle-level school" (NMSA, 1995, p. 3).

The Carnegie Corporation's *Turning Points* reports (1989, 2000) joined *This We Believe* as the most widely mentioned positive statements in middle grades reform. The Southern Regional Education Board's (SREB), The National Association of Secondary School Principals', and the Edna McConnell Clark Foundation's Program for Student Achievement all acknowledge the need for responsiveness to the social and emotional needs of early adolescents (NASSP, 2000). They also state another agenda for middle grades reform. For example, *Turning Points 2000* challenges the priorities named in *This We Believe*: "Let us be clear. The main purpose of middle grades education is to promote young adolescents' *intellectual* development" (p.18). Critics of middle grades schools prejudicially argue that middle grades educators do not believe in their students capabilities in regards to intellectual achievement or that educators feel it is more important to help students successfully bridge the emotional shift essential in this developmental stage (SREB, 2000). SREB's *Making Middle Grades Matter: A Planning Guide for School Improvement* (2000) addresses past programs that have been unsuccessful for the most part because they did not focus clearly on raising student achievement and strengthening the academic core curriculum and classroom practices.

This challenge may change the direction of middle grades reform. The middle grades movement has started to chart a new course. The National Forum to Accelerate Middle Grades Reform, created in 1997, is composed of representatives from the NMSA, Carnegie, and other organizations. The forum's mission is to help schools become both "academically excellent" (p.4) and "developmentally responsive" (p.7) while maintaining social equality. Most of the middle level research focuses on the developmental characteristics and needs of adolescents (Klein, Urdan & Medrich, 1998).

SREB and other researchers feel that more emphasis should be placed on identifying strategies that support academic achievement (SREB, 2000). Middle level research remains unfocused and inconclusive. Reformers and SREB promote best practices designed to improve student achievement in the middle grades (SREB, 2000). This reform model advocates a rigorous curriculum for all students, schools that are flexible in structure, schools that make high demands on students while providing adequate support, parent involvement, and classrooms that build higher-order thinking (Hoffer, 1992). Many believe that these models can yield positive outcomes for middle grades students (Cooney & Bottoms, 2002). There is much research that documents the importance of developmental responsiveness in the middle grades, but very little research addressing and analyzing strategies supporting academic excellence (Sizer, 1998).

Researchers describe the middle school as unique, specifically addressing the affective and intellectual needs of early adolescents (Bishop & Pflaum, 2005). Many recommendations made by reformers seem to copy the recommendations of education reformers at other grade levels. *Turning Point 2000* states that middle grades schools ought to "create small and caring communities for leaning" (Jackson & Davis, 2000 p. 34)-this is what high school reformers suggest for their school. The National Staff Development Council (1999) advised middle school administrators to "gather evidence to demonstrate the impact of staff development on student achievement" (p. 12). Reformers argue that middle grades are special, but they have yet to provide recommendations that are distinctive from other level reformers.

Changing the nature of curriculum and instruction is an essential part of middle grades reform. Currently, there is much research that shows that a rigorous curriculum has intellectual and practical benefits for students of all backgrounds, races and ethnicities (Bloom et al., 2001;

Argys et al., 1996; Hallinan & Kubitschek, 1999; McPartland & Schneider, 1996; Gamoran, 1992; Sebring, 1987; Schmidt, 1983; Walberg & Shanahan, 1983). It is believed that student analysis of the course-taking patterns in middle grades is one way to illustrate the changes needed to speed up the curriculum. There is very little research that relates questions of content or other areas of the middle grades curriculum to student achievement (Vars, 2001; Allingon & Johnston, 2000; LeCompte, Milroy, & Pressle, 1992; Sosniak & Stodolsky, 1993; Snow et al., 1991).

The National Educational Longitudinal Survey of 1988 (NELS) surveyed 23,000 American eighth graders to gain information about student course-taking and school completion patterns. Most middle grade students surveyed indicated that they wanted to attend college preparatory courses in high school (Wheelock, 1995; Epstein & MacIver, 1992). SREB's follow-up study of 31,000 eighth graders found that 5 percent of students who expected to graduate from college were enrolled in college-preparatory mathematics courses in ninth grade; 29 percent were enrolled in college-preparatory English classes, and only 11 percent in college-preparatory science courses (SREB, 2000). Cooney and Bottoms (2002) found that students who take algebra by the eighth or ninth grade are likely to take calculus in high school and pursue higher education. Results are promising when "average" students take high-level classes (Mason et al., 1992). Hoffer, (1992) believes that placing students in lower-level mathematics classes has never been proven to benefit them. This belief suggests that accelerated curricula could make a difference for many middle grade students. Middle grades assessment in 2002 indicated that 58 percent of eighth graders in the SREB states total of 95 schools had 58 percent of their students enrolled in algebra, which is a 25 percent increase over the 2000 data (Hoffer, 2002). Epstein

and MacIver (1990) noted that fewer than 20 percent of the reporting schools offered algebra to a majority of their middle grades students. It appears that mathematics separates the "haves" from the "have-nots."

States have implemented standards-based accountability systems in order to raise expectations for students and increase the rigor of instruction in schools (Jackson & Davis, 2000). A limited amount of research suggests that performance standards and accountability systems have a positive effect on student achievement at many grade levels (Nave, Miech, & Mostellar, 2000; Stecher, Barron, Kaganooff, & Goodwin, 1998; Grissmer, Flanagan, Kawata & Williamson, 2000; Bishop, 2000; Winfield, 1990; Borko & Elliott, 1998; Frederiksen, 1994). States have designed criterion-referenced assessments that are aligned to state standards for middle grades. Middle grades reformers rely on standards. *Turning Point 2000* (Jackson & Davis, 2000) calls for "a curriculum grounded in rigorous, public academic standards, relevant to the concerns of adolescents, and based on how students learn best" (p. 31-32). The Council of Chief State School Officers (McClure, 1998) states to policymakers, "every middle grades school should provide a core academic program and expect every student to complete it successfully" (p. 13). The NMSA urges all middle school grades to have "high expectations" (NMSA, 1995).

Middle grades reformers agree that there is a need for some type of academic standards, but very little research exists on implementing standards or the effects in middle grades. Kahle et al. (2000) analyzed standards-based teaching practices and their effectiveness with urban African-American seventh and eighth-grade science students. It was found that a standards-based curriculum had small but positive effects on achievement and attitudes. They also

discovered that certain professional development activities predicted teachers' use of the standards-based model. It is not confirmed that these findings have any significance beyond the middle grades.

At the present time, research that is available offers little information on how standards have infiltrated middle grades curriculum or the effect they have had on student achievement. Phillips (1997) conducted a longitudinal study of 23 middle schools and found that school climate had no positive effect on mathematics achievement or class attendance. Phillips noted that at schools where teachers had high expectations, eighth grade student attendance was significantly better and a larger numbers of students were enrolled in algebra. Hoy and Sabo (1997) found that middle grades schools where teachers and administrators had stronger professional and emotional support yielded increased student achievement. Lepper and Hodell (1998) stated that when teachers used threats of punishment, middle grades students were not motivated and their performance decreased.

Lee and Smith (1999) conducted a large-scale study of the middle grades climate and found that both academic press and social support predict student achievement, regardless of student background and school demographics. After analyzing survey data and test scores from over 28,000 sixth-and eighth-graders in Chicago, Lee and Smith agreed that students need strong personal support in order to succeed in a school that promotes academic rigor. Educational psychologists believe that an adolescents' self-value greatly influences their academic performance (Bergstrom, 2001). Bempechat (1999) and Bempechat & Drago Severson (1999) observed that when students enter the fifth or sixth grade their intellectual abilities are viewed as either fixed or fluid. Cooney and Bottom's (2002) study suggests that eighth-grade students who

expect to graduate from college, enroll in algebra, and read a great amount of books are more likely to enroll and be successful in upper-level courses in ninth grade. Adolescents' academic success tends to be influenced by parents' expectations (Wiles and Bondi, 2001; Thorkildsen and Stein, 1998).

It is common practice for most middle grades schools to track students in academic subjects. Slavin (1993) was unable to find any evidence that tracking has a positive effect on achievement. Some researchers insist that tracking has a negative effect. Tracking interferes with middle grades students' personal development (Fuligni et al., 1995; Stevenson, 1992); has a negative effect on lower-scoring students' motivation, learning opportunities, and life chances (Mills, 1998); and extends socioeconomic and racial inequities (Oakes, 1992). A couple of researchers argue that students can benefit from purposely being assigned to a higher track than would otherwise be the case. Mason et al. (1992) found that when 24 "average" middle grades students were placed in a high-track math class they performed at a higher level. An SREB follow-up study of the 3,100 eighth-graders discovered that students that were placed in higher-level courses had a lower failure rate than those with similar characteristics that were in lower-level courses (Cooney & Bottom, 2002).

Middle grades schools seldom relate academics to everyday life, personal concerns of adolescents, or social issues (Goodland, 1984; Oakes et al., 1993). Researchers believe that educators should connect learning to the world outside of school (Bishop & Malley, 2006). Research also shows that when the community and social responsibility is incorporated into the curriculum it tends to have a positive effect on academic achievement (Bishop & Pflaum, 2005). Weiler et al. (1998) and Stephens (1995) found that middle school students that are engaged in

service learning programs exhibit an increase in personal and social responsibility, communication, sense of competence and problem-solving skills. Supik (1996) and Rolzinski (1990) discovered that middle and high school students that participated in service-learning tutoring programs were less likely to drop out of school.

Researchers also found that middle grades teachers are at a higher rate of contending with student apathy and disengagement compared to elementary and high school (Bishop, 2008). Middle grades students are likely to report feeling bored at school, doubtful about their ability to succeed in academics, and uncertain of the value of their studies (Marks, 2000; Carnegie Council on Adolescent Development, 1995; Anderman & Maehr, 1994; Larson and Richards, 1991; Eccles and Midgley, 1989). In situations where engagement relates to the students' intrinsic motivation to participate there is a small level of engagement (Bruce and Singh, 1996; Blyth et al., 1983). Finn (1993) and Finn and Rock (1997) found the opposite to be correct; high levels of engagement seem to relate positively to higher academic achievement for all populations.

Little research has been conducted on the effects of instructional practices on student achievement in the middle grades (Allington and Johnston, 2000; Sosniak and Stodolsky, 1993). It's unclear if researchers that currently exists plans to study middle grades teaching models or test the effectiveness of vast approaches applied at the middle level. Wenglinsky (2000) pinpointed classroom practices related with high student achievement by comparing NAEP scores of eighth-graders to the backgrounds of their teachers and classroom practices. Marks (2000) found that "authentic" instruction predicted middle grades student engagement and, indirectly, achievement. Epstein and MacIver (1992) states that "rich" instruction at the middle

level, if implemented in the four core subjects, led to improved student achievement and student attitude.

Research also shows that parental involvement in education tends to decline after elementary school (Brough & Irvin, 2001; NSDC, 1998; Sanders & Epstein, 1998; Eccles & Harold, 1993) and decline again between middle and high school. Brough and Irvin (2001) found that the effects of parent involvement in education are "contradictory and inconclusive" (p. 29). Most research on parental involvement is focused on the elementary level. Epstein, Simon and Salinas (1997) state that student's academic work and attitudes improved when family members assisted with their homework. Middle grades researchers have not focused their attention on parental involvement and its effect on student achievement.

Researchers are recently looking into the effects of school size on achievement in the middle grades. Merten et al. (2001) found that middle grades schools with fewer than 750 students tend to have better instructional practices and parent involvement. Bickel and Howley (2000) found that the combination of a small school and a small district yielded better achievement in mathematics among low-income eighth-graders. Lee and Loeb (2000) studied sixth and eighth grade students in Chicago and found that a smaller school size had a positive impact on student achievement. There are few studies that investigate the impact of grade configuration on student achievement. Offenberg (2001) discovered that eighth and ninth grade achievement was higher for those students that attended K-to-eight schools than those who attended middle schools in similar communities.

The "middle school model" promotes flexible scheduling practices and teacher collaboration (Burke, 2005). There is no research that confirms this model's impact on academic

achievement. Cobb et al. (1999) stated that researchers have just begun to gather data on the effects of scheduling. Their research on the effects of a 4X4 block schedule on middle grades school scores is the first attempt to focus specifically on block scheduling. No definitive findings were provided; the purpose of the study was to set the stage for further investigation. There is ample evidence that supports teaming. For example, using data from a multi-year survey of teachers, administrators and students in 155 schools, Flowers, Mertens, and Mulhall (2000) found that schools engaged in interdisciplinary teaming have a more positive school climate, more frequent contact with parents, higher job satisfaction among teachers, and higher student achievement scores than non-teaming schools (Brown, 2001; Flowers et al., 1999; Raebeck, 1992).

Flowers (1999) also suggest that teaming has the most positive effect when teachers meet throughout the school year. Few middle grades schools provide teachers with any planning time at all, much less time in common with other teachers (Felner et al., 1997; Strahan et al., 1997; Epstein and MacIver, 1990). Beane (2001a) states, "research reviews…indicate that students in schools that have organized teams show evidence of higher academic achievement than those in schools that use a traditional departmentalized organization" (p. 1162).

Critics suggest that student achievement usually lags a year behind transition (Burke, 2005). Research on school transitions from elementary to middle grades and from middle grades to high school shows patterns of student achievement that may relate to student engagement (Bergstrom, 2001). Middle grades students who underperform find it difficult to make a successful transition to high school level studies (Cooney and Bottom, 2002). Researchers have not looked at the academic adjustments associated with transition, but rather have focused on the

emotional and social aspects. The declines in achievement tend to be due to lower levels of engagement in middle or high school (Balfantz, 2009). Transitional programs are believed to help students successfully adapt to the middle or high school environment (Balfantz, 2009).

Leadership

Trying to identify leaders is complex and at times confusing. There is much literature that spotlights the role of teaming in organizations. The ability of team members to work together can improve the overall functioning of an organization (Marks et al., 2011). Teaming success is related to relationships between leaders and their followers (Beane, 1993). Leadership takes many shapes, sometimes visible and courageous, other times quiet and non-judgmental. It has a different effect in different environments; a strategy that succeeds brilliantly in one organization may completely fail in another (Demir, 2008).

Schools depend on leadership to shape productive futures by a process of self-renewal (Leithwood & Jantzi, 1999). Educators have long known intuitively that school leadership makes a difference. Many early studies on school effectiveness, for example, reported that leadership, specifically instructional leadership, was one of several defining characteristics of successful schools (Lovely, 2004). Nonetheless, this notion of instructional leadership remained a vague and imprecise concept for many district and school leaders charged with providing it. Since the early 1970's, many thoughtful, experienced, and competent scholars and practitioners have offered theories, anecdotes, and personal perspectives concerning instructional leadership (Waters, Marzano & McNulty, 2003).

Most definitions of leadership include the functions "exercising influence" and "providing direction (Shelton, 2010)." The principalship came about in the early 1900's

(Reeves, 2003). The trustees' would appoint "head teachers." "Principal is derived from the base word "prince" which means "first in rank or authority. The principal, therefore, was the individual with the authority to make decisions about the operation of the school" (Kimbrough & Burkett, 1990, p. 3). It is important to distinguish between the principal as a person and the principalship as a collection of important tasks and responsibilities that must be carried out in order for the goals of the school to be efficiently achieved (Hughes & Ubben, 1989, p. 4).

Traditionally, when you thought of a principal, the characteristics were someone that served as an overseer of books, buses, and boilers. Today, in a fast-changing era of standards-based reform and accountability, a different perception has emerged. The change brings about a dramatic shift in what public education needs from principals. Principals can no longer operate simply as building managers, tasked with carrying out regulations, avoiding mistakes and adhering to district rules. The challenge is for them to transform into leaders of learning who can develop a team that delivers effective instruction. Wallace's (2000) work suggests that in order for leaders to meet this challenge they must shape a vision of academic success for all students, create a climate that is safe and collaborative, cultivate leadership in others, improve instruction, analyze data, and manage people.

Effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students. Historically, public school principals were seen as school managers, and as recently as two decades ago, high standards were thought to be the province of the college bound (Leithwood & Duke, 1999). Within the last few decades, emphasis has been placed on academic expectations for all (Fullan, 2007). In this global economy, career success depends on a strong education. An effective principal will ensure that

their staff understands that academic success for all is a non-negotiable. Effective principals include teachers in decision making about educational matters to improve academic performance (Leithwood, 1999).

With administration and teaching splitting into two separate professions, several states and universities have developed special requirements for becoming an administrator (Shakeshaft, 1999). "With the still more rapid growth of cities since 1880, and the still more rapid expansion of our city school systems since 1900, even further specialization of functions and delegation of authority has become a necessity" (Cubberley, 1929, p. 161).

Leadership definitions vary from author to author. "The leader is the individual in a group given the task of directing and coordinating task-relevant group activities" (Fiedler, 1978, p. 8). Fiedler's work is related to three contingency variables: "leader-group relations, the degree of structure in the task, and the position power of the leader" (Hughes & Ubben, 1994, p. 9). Fiedler's theory was different than conventional thinking because it added a situational component to the model. Although Stodgill's early trait studies recognized that a situational component existed between the leader and subordinate, that situational component was not acknowledged as convention at the time Fiedler constructed his theory (Cubberly, 1929).

Fiedler distinguishes between "leadership behavior" and "leadership style". Leadership behavior requires specific guidance from the leader in organizing the work of the group. Leadership style refers to the personal need structure of the leader to motivate behavior in interpersonal situations (Hoy & Miskel, 1996). Fiedler's contingency theory claims that the effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation (Bass, 1982).

Principals are grouped into powerful iconic roles, whether it is their intention or not. Taking no action in some situations may be as powerful as taking any action (Sergiovanni et al., 1987). House articulated the Path-Goal Theory of Leadership in 1971. This theory has a situational component that states that leaders perform exceptionally well when they adapt to the needs of the situation. The four categories of leader behavior are supportive, directive, participative, and achievement-oriented leadership (Hughes & Ubben, 1994).

Leadership is a concept that plays a significant role in the management and success of a school by influencing educators both directly and indirectly. Leadership can take many forms and has different effects in different situations; a technique that succeeds brilliantly in one organization may fail completely in another (Demir, 2008).

The stakes are steadily rising to meet accountability standards, but the training to build capacity for leadership is not. The frustration and stress can lead administrators to implement a more authoritative leadership style that will allow them to solely make decisions regarding activities and curriculum within the school (Stewart, 2006). Lezotte and McKee (2006) and Glasser (1998) feel that this type of coercive control in which the administration makes decisions without the input from others is ineffective.

Lovely (2004), lists three phases principals experience their first year. The first phase is once the principal accepts the position and is starting to meet new acquaintances. He refers to this as the anticipatory stage. The second phase does not last long; the principal becomes aware of the many constraints and issues within the school which must be addressed. Success is dependent on how well the principal is able to maneuver these challenges and advance to the last stage. This is known as the encounter stage. The last phase is when the principal is accepted by

faculty, students and parents. This stage is referred to as the insider stage. Lovely (2004) asserts, "Although principals might retain their position for several years, what mainly determines their long-term success is the way in which they are socialized into the school" (p. 2).

Louis et al. (2010) defined "leadership" as an "organizational improvement, establishing mutual directions for the organization in question, and a willingness to do whatever it takes to support and move people in those directions" (pp. 9-10). The researchers went on to state that "leadership effects student learning because leadership strengthens professional community, teachers' engagement in professional community, and fosters the use of instructional practices that are associated with student achievement" (Wahlstrom, Louis, Leithwood, & Anderson, 2010, p. 10). A meta-analysis that focused on the relationship between school leadership and student achievement was conducted by researchers. They found a tie between specific principal behaviors and student learning (Leithwood & Riehl, 2003).

The Wallace Foundation (2011) identified five key functions of principal leadership: (a) Shaping a vision of academic success for all students, (b) Creating a climate hospitable to education, (c) Cultivating leadership in others, (d) Improving instruction, and (e) Managing people. The report stated an important qualification about those key leader functions, each of these five tasks needs to interact with the other four for any part to succeed. Henry Mintzberg's work in the 70s was different because he identified worked performed by the leader or manager. He writes, "The manager can be defined as that person in charge of an organization or one of its sub units" (Mintzberg, 1989, p. 15). Managers' roles are created from formal authority and include interpersonal relationships. Mintzberg provides three role categories with a total of ten components: (a) Interpersonal roles: figurehead, leader, liaison; (b) Informational roles: monitor,

disseminator, and spokesman; (c) Decisional roles: entrepreneur, disturbance, handler, resource allocator, and negotiator (Mintzberg, 1989).

Behavioral comparisons of ineffective and effective managers revealed that effective managers had a task orientation that generally focused on such administrative functions as planning, coordinating, and facilitating. This did not occur at the expense of good interpersonal relations, however. Effective managers were more likely to treat subordinates considerately and to allow them some degree of autonomy in deciding how to conduct their work and at what pace (Hughes & Ubben, 1994).

Leadership theory in the 70s focused on the interpersonal relationships between leader and subordinate with the setting of the organization. Within the next two decades, a merging of educational theory and business theory seemed to take place in both the educational and business world. This era created an exclusive blend of scholarly writing from the researchers' and practitioners' perspectives. In Thomas Peters and Robert Waterman's In Search Of Excellence: Lessons from America's Best-Run Companies (1982), an extended discussion is devoted to early academic theorists such as McGregor, Argyris, Likert, and Bennis. At the same time, educators began to investigate theories from the business world.

Kotter (1999) maintained that leadership is the force behind successful change, and management is the force behind maintaining the status quo. According to Sergiovanni (1994), principals have special stewardship obligations; they must plant the seeds of community, nurture fledging community, and protect the community once it emerges. To do this, they lead by following. They lead by serving. They lead by inviting others to share in the burdens of leadership. They lead by knowing that, like Plato's Guardians, they lead by being. Furthermore,

"in a learning organization leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexities, clarify vision, and improved shared mental models – that is they are responsible for learning" (Senge, 1990, p. 12).

Roueche and Baker (1986) did an extensive study on the characteristics of successful principals and subsequently compared their findings to those of Peters and Waterman (1982) concerning the effectiveness of executives in what they considered to be the best-run companies in the nation (Kimbrough & Burkett, 1990). The common skills found were: (a) Flexibility in autonomy and innovation, (b) Cohesiveness within the organization, (c) Commitment to school mission, (d) Recognition of staff, (e) Problem solving through collaboration, (f) Effective delegation, and (g) Focus on teaching and learning (Kimbrough & Burkett, 1990).
Similarly, W. Edwards Deming's total quality management system spurred educators to improve customer satisfaction and school services on a continual basis (Hughes & Ubben, 1994).

In another study, Pajak and McAfee (1992) argue that principals should be leaders of curriculum. The review of literature and their personal research found that "successful principals understand how the curriculum is organized and how learning activities, material, and instructional outcomes fit into that organization" (Pajak & McAfee, 1992, p. 23).

Much of the research on leadership has focused on the historical sense, but Burns (1978) was the first researcher to examine the philosophy of leadership. Burns book covers leadership and discusses many themes. The first examines the elements of leadership, which Burns defines as power and purpose. The second summarizes leadership as a relationship of power for a

specified purpose that is aligned with motives, needs, and values of both the leader and the followers. He affirms the ideas of motives and values and their effect on purpose and behavior.

Burns (1978) contends that leadership uplifts people from lower to higher-level needs and moral development, and that real leaders are self-actualizing individuals who are motivated to elevate and achieve. Studies conducted on the effects of different types of leadership in schools found that manipulative or demanding behaviors of the principal jeopardized both academic and social standards (Lunenburg & Ornstein, 2008). Principals of effective schools monitor teachers as instructional leaders and must shift from sole decision makers to facilitators. Utilizing facilitative end of the power provides and empowerment of teachers, students, administrator, and parents. Empowerment is significant to school reform (Elmore, 2006).

Twenty first century schools are held accountable for preparing students cognitively and socially to meet the demands in their society and future. Schools must focus on knowledge and its value. Principals must build a feeling of oneness on the campus and a sense of interdependence on one another so that they can accomplish and achieve their goals. Bandura (1977) states that the leader is the key in creating the culture of collaboration. Leadership can be taught. The role of the principal is to cultivate leadership skills in everyone. An effective principal must allow time for reflection and development of style. Leadership improves with experience. Principals should guide the vision and understanding of teaching, learning, and building partnerships.

Importance of School Leaders

Research supports that effective schools matter and can make a difference (Fullan, 2003). Climate and culture are vital to research because there is a connection between good schools and

a healthy climate. Schools which were effective with healthy climates impacted student achievement (Colley, 2002).

Peterson (2002) stressed:

> When a school has a positive culture, one finds meaningful staff development, successful curricular reform, and the effective use of student performance data. In these cultures, staff and student learning thrive. In contrast, a school with a negative or toxic culture that does not value professional learning, resists change, or devalues staff development, hinders success (p.10).

Colley (2002) implied that defining school culture is complicated because it is informal and unwritten. Deal and Peterson (1999) concluded:

> Culture and ethos have been used to capture the essence of a school's heart and soul, but culture provides a more accurate and correct way to help school leaders understand the school's unwritten rules and tradition, norms and expectations that seem to permeate everything: the way people act, how they dress, what they talk about or avoid talking about, whether they seek out colleagues for help or don't and how teachers feel about their work and students (pp. 2-3).

Deal and Peterson (1999) proclaim that culture has endured for many years as a means to explain human behavior. Researchers also struggle to define climate. Moos (1979) characterized school climate as a social atmosphere and divided the environment into three divisions: (a) systems maintenance, (b) relationship, and (c) personal growth/goal orientation. Freiberg and Stein (1999) detailed school climate as the unique personality and qualities of the school that motivates staff and students to be a part of it. Gonder and Hymes (1994) implied that climate refers to the

atmosphere of the school. You could measure the climate of a school by the attitudes of the employees and students. They also implied that climate can be positive or negative. "Climate can affect everything from the morale, satisfaction, and productivity of everyone involved in the organization" (Gonder & Hymes, 1994, p. 11).

Gonder and Hymes (1994) asserted that climate has four categories: affective, academic, physical, and social. The affective category refers to the demeanor and feelings shared by the students. The academic category includes the beliefs, practices of a school, monitoring, and safe and orderly environment. The physical category refers to the physical aspects of a school. The social category is influenced by communication and interactions between students and teachers.

Vanderbilt (1992) researchers suggest "a healthy school environment" (p. 22), characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" (p. 15) attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. Knapp (2008) feels that effective principals focus on building a sense of school community, with the attendant characteristics. This includes respect for all members of the school community, a professional environment, and efforts to involve staff and student in many school-wide activities.

Mac Iver and Epstein, (1991) suggests principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty. Culture and climate are both important for adding to positive student outcomes and academic achievement. Climate mirrors what is presently happening with a school or organization. Culture, on the other hand, mirrors the

beliefs, values, and norms of a school community which have been created over time (Deal & Peterson 1999).

The effective use of African American culture in classroom instructional practices can impact achievement gaps. Irvine (1989) stated that the disconnection between African American students and their teachers is a lack of cultural synchronization, and suggested that this becomes another negative obstacle that inhibits African American students' academic growth. If there is a disconnect between African American students and their teachers, it will affect the relationship that is needed for teaching and learning to occur. Fordham and Ogbu (1986) claimed, "…for low-income African American students, academic struggles are often attributable to the disconnect between their personal and cultural knowledge and the type of knowledge that is highly valued in schools" (p. 55). Their research mentioned that the black students who were achieving academic success had to act white.

Successful teachers would make it a priority to gain knowledge on their students' culture, values, attitudes and beliefs. The information gained would be beneficial when organizing lesson plans and implementing strategies and activities. In doing so, the educator is promoting cultural awareness and preventing social barriers in the classroom (Morris, 1984).

Ladson-Billing (1992) defined Culturally Relevant Teaching as "pedagogy of opposition based on collective empowerment" (p. 160). It has three principles: (a) Students achieve academic success, (b) Cultural competence must be maintained by all students, and (c) students must critically challenge the status quo of the current social order. Hales (2001) supported Ladson-Billings' belief about culturally relevant pedagogy by stating that it provides "cultural

salience in teaching curricular materials and assignments" (p. 147). Lesson plans are created using the student's cultural background and history.

During the 1960's, when minorities were fighting for Civil Rights one of the battlefronts included the classroom (Morris, 1984). In 2013, despite the prejudices, violence in society, and adverse classroom settings, students must expand their academic skills. One of the goals of Culturally Relevant teaching is to motivate students to choose academic excellence. Black males are often forced to choose whether to achieve academically or behave poorly and not exert their academic potential in order to be accepted by their male black peers. The decision to be accepted by peers contributes to the achievement gap (Rogoff, 2003).

Lee (2007) used cultural modeling as an instructional framework, where "the everyday practice-based knowledge that can and should be used to help students develop problem-solving skill with the academic content" (p. 58). The key issue for Lee (2007) was facing teachers who did not know how to capitalize on the experiences that minority males bring to the classroom. Teachers must find ways to connect with minority students outside experiences to the classroom.

The culture of minority students is divergent within its own culture. There should be a deeper sense of how and why people act like they do, their behaviors are separate from their value system of "normal" behavior and therefore could be misinterpreted as problematic or needing to be corrected (Rogoff, 2003). Those who grew up with middle class values would probably view this as unacceptable behavior, and often minorities are appraised by Caucasian values (Lee, 2007). While school leaders have many different roles, it's important for them to be visionaries.

Lee, Winfield, and Wilson (1991) found that school affluence was connected to achievement for black students in particular. Attending a well-resourced school that provided a rigorous curriculum and was located in the suburbs was associated with higher achievement and grades for African American students. Solórzano & Ornelas (2004) suggest that schools not only shape students' interest in college and school achievement, but can also influence students' success in the competitive college admission processes.

School climate and culture pertain to the cultures, values, practices, safety, and structure within a school that allows it to function and react in particular ways. Some schools are believed to have a nurturing environment that acknowledges children and treats them as individuals; others may give the feel of a dictatorship where rules are strictly enforced and there is a strong authoritarian presence. Relationships between administrators, teachers, parents and students contribute to school climate. Many feel the two terms are interchangeable; school culture refers primarily to how teachers and other staff members work together, while school climate refers to the school's effects on students (Solorzano & Ornelas, 2004).

Dorsey (2000) views school climate as involving four key relationships: a student to one's self; a student to his or her peers; a student to his or her parents and community; and a student to teachers, administrators, and staff. "School climate consists of related factors of feeling, attitude, and behavior of individuals within the school. School climate sets the parameters of acceptable behavior among all school citizens, and it assigns individual and institutional responsibility for school safety" (p. 89).

Anderson surveyed recent school safety research and found that altering a school's internal climate can have a significant positive effect on the feeling of safety in the school

community (Anderson, 1990). Gottfredson (1989) reviewed studies that examined school climate and concluded that how schools are run is directly related to the level of behavioral disruptions in schools. For example, schools in which faculty and administrators lack communication and do not work together as a team to solve problems have lower teacher morale and higher student discipline. Furthermore, schools where rules and reward structures are not consistent, or are unclear, experience more disorder. Gottredson (1989) states that schools in which students do not believe they belong and feel uncared for by school personnel experience higher levels of disorder.

The purpose and mission of a school are very important to its success. Mission and purpose define the vision of a school and the measures of its success; according to Deal and Peterson (1999), "at the heart of a school's culture are its mission and purpose, the focus of what people do" (p. 23). In school communities, shared vision supports the establishment of school culture, which is a primary variable in school success. "Visionary leaders continually identify and communicate the hopes and dreams of the school, thus refocusing and refining the school's purpose and mission" (Deal & Peterson, 1999, p. 89). When leaders have a vision, staff and students are motivated to do better; when leaders have a vision, school quality increases. In addition, leaders know that their goal is to improve themselves, the school staff, and the students. A shared school vision establishes a direction for students, staff, and the community. It is not just for the leader, but for the common good; "by seeking the more profound hopes of all stakeholders, school leaders can weave independent ideas into a collective vision" (Deal & Peterson, 1999, p. 89). The results of the application of a shared vision include the motivation and commitment of community members, a proactive orientation to teaching, direction for

members of the organization, the establishment of standards of excellence, and the creation of an agenda for action (DuFour, 1998). Furthermore, shared a vision and mission incorporates the perspectives and experiences of all members. The vision of the principal is the main ingredient in successful schools; staff and students are motivated to do better with this vision (Clark & Clark, 2003). Rogoff (2003) suggests that Cultural Awareness training and understanding the large role that culture plays in educating African American students is required for academic success.

Principal as an Instructional Leader

An effective principal will state clearly what is important and set the tone for worth and tolerance. Effective schools have a principal that facilitate teachers and instructional leaders. A leader that is a facilitator with his/her staff is considered to be a transformational leader. In order for successful change to occur, principals must empower staff. Successful schools have principals that are capable of getting teachers to focus their positive energies on continuous improvement.

Kimbrough and Burkett (1990) expressed that the administrative functions have become complex and an extensive amount of research and literature has documented the complexity and importance of the role of the principal over many decades. Hughes and Ubben (1989) identify two dimensions of the principalship as managerial and leadership behaviors. Principals administer these behaviors to the following five functions: (a) Curriculum development, (b) Instructional improvement, (c) Pupil relations, (d) Community relations, and (e) Financial and facility management (Hughes & Ubben, 1989).

Site-based management, introduced in the 1980's, is a strategy for decentralizing the decision-making process. Authority is shifted from higher-level officials to stakeholders.

Mintzberg defines power in his book, *Power In and Around Organizations,* as "the capacity to effect (or affect) organizational outcomes" (Mintzberg, 1983, p. 4). Despite trends throughout the nation toward increased centralization, there is a developing movement toward site-based management, and the principal's management and leadership styles are a critical factor in the effectiveness of the school plan (Sergiovanni et al., 1987).

Seriovanni and Elliot (1975) states:

> The basic thrust of the many models or systems of the 1980s seemed to impact the decision-making processes and systematic planning of the entire organization. Sergiovanni, a theorist ahead of his time, said: 'The emphasis seems to have shifted from educational leadership to organizational leadership for principals. That is, principals are prepared knowing less about educational program matters and more about organizational matters relating to leadership behavior, communication, decision making, and morale.' (p. 5)

Successful principals empower staff through collaboration and shared leadership; they also encourage risk taking and problem solving (Davenport & Anderson, 2002). Research recommends that middle level schools operate with a collaborative democratic governance structure focused on student learning (Jackson & Davis, 2000). Green (2001) found that the involvement of teachers, as well as parents, contributes to a reduction of resistance to change, an increase in the quality of decision making, and enhancement of successful program implementation. Principals who implement a model of shared leadership and decision making realize that change is likely to be successful when staff members who implement such changes have a voice decision-making (Davenport & Anderson, 2002). Pounder and Ogawa (1995)

recommend shared leadership for improving school achievement. Many researchers found that leaders of highly successful schools need to be collaborative as well as decisive, as knowing when to do what is the key to successful leadership (Bell, 2001; Chapman, 1998; Kimbal & Sirotnik, 2000). Principals function as leaders that can serve to either transform school cultures or maintain them (Firestone & Louis, 1999; Leithwood & Jantzi, 1999). Active collaboration between principals and teachers on curriculum, instruction, and assessment is called shared instructional leadership. The principal is not only the instructional leader but the "leader of instructional leaders" (Glickman, 1989, p. 6). The responsibility is shared between teachers and the principal for staff development and supervision of instructional tasks.

Transformational Leadership

Educational leaders play a vital role in determining a school's success. Research shows that success or failure of school initiatives is directly linked to the leadership of the principal (Cotton, 2003; Robbins and Avey, 2004; Schlechty, 2005; Wagner, 2005). It is important that educational leaders possess the leadership abilities to ensure that all students have the required skills to be successful in an ever-changing global environment.

Hoy and Miske (2005) state that school leadership and traditional (transactional) models of leadership inhibit the capacity for change, while transformational leadership uses resources and relationships as a successful model for educational leaders. Transformational leadership is defined as a social process in which an individual or individuals in a group or organization influence the interpretation of internal and external events, chosen goals or desired outcomes,

organization of performed activities, individual motivation and abilities, power relations, and mutual orientations. Leadership appears to be driven by personality, not by the responsibilities of the position.

Elmore (2003) provides five parameters in order to attain a shared approach toward leadership between system-level administrators to address all components of school improvement. The first parameter is accountability at the internal level which precedes the external level. According to Elmore (2003), "Educators are usually people to whom things happen, not people who make things happen" (p.16).

Next in the list of parameters is "an out with the old in with the new" (p. 20) attitude which includes the incorporation of new ideas and instructional practices. The transformational leader then transforms a weak instructional core into powerful teaching and learning due to instructional improvement via role-based professional development whereby learning is spread across roles. The quality of the relationship is based on the perception of how important the task is to the stakeholder. Transformational leaders realize the need for establishing relationships with multiple stakeholders who may or may not fit the current situation (Hoyle, 2001; Wagner, 2006). In order for middle school students to be successful in the 21st century, they must be taught how to be responsible socially and environmentally. It is important that educators help middle school students develop social interaction and civic skills to live in a world that is characterized by interdependency and diversity.

Department of Education Research indicates that transformational leadership practices supply a link to teacher outcomes and teacher beliefs regarding their individual and collective ability in addition to their collective capacity (Demi, 2008). The leader is the key in creating the

culture of collaboration (Bandura, 1997). The transformational leader has the vision to collaborate with all stakeholders and invite them to be involved in making decisions, improving areas of focus, and sharing successes.

The structure in schools and the role of the administrator has changed. Administrators face multiple challenges daily but are still held accountable for educating all students. Sanchez (2003) insists that academic programs in middle schools must compel students to go beyond memorizing a hodgepodge of facts. Schools must help students become independent learners who think, apply their knowledge, and reflect on their learning. Schools must help our middle school children create and find overwhelming amounts of knowledge and information. Educators can no longer teach all that is necessary for students to learn; they must teach the value of knowing where and how to find resources which supply the information to students.

Transformational leadership provides enhancement of employee skills, encourages innovation, and develops educator's potential (Chang, Su-Chao & Lee, Ming-Shing, 2007). Leadership and an organized culture positively affect the day to day operation of a learning environment. Successful principals share their expectations with staff, parents, and students. The principal also fosters a warm, welcoming environment.

Transformational leadership is a style in which leaders take actions to try to increase all stakeholders' awareness of what is correct and important in order to improve their stakeholders' abilities and to move their stakeholders beyond their own self-interests for the good of the group, organization, or society (Bass & Avolio, 1994). Such leaders provide their stakeholders with a sense of purpose that goes beyond a simple conversion of recognition for effort provided (Daff, 2005).

Transformational leaders are proactive on many different levels. These leaders try to maximize development, not just performance. Growth encircles the improvement of ability, attitudes, values, and motivation. Transformational leaders want to elevate the maturity level of their stakeholders' needs. Transformational leaders motivate stakeholders to aim for a higher level of achievement as well as higher levels of ethical and moral standards. High performing organizations are built by high performing stakeholders (Murphy, 2005). Bass and Avolio (1994) state:

> The goal of transformational leadership is to 'transform' people and organizations in a literal sense-to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (p. 44).

Bass and Avolio (1994) believe transformational leaders display behaviors affiliated with five transformational styles, as shown in Table 1.

Table 1

Transformational Leader Styles and Associated Behaviors

Transformational Style	Leader Behavior
I. Idealized Behaviors(living one's ideals)	• Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
II. Inspirational Motivation (inspiring others)	• Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of what is essential to consider • Take a stand on controversial issues
III. Intellectual Stimulation (stimulating others)	• Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to complete assignments • Encourage non-traditional thinking to deal with traditional problems • Encourage rethinking those ideas which have never been questioned before
IV. Individualized Consideration (coaching and development)	• Spend time teaching and coaching • Treat others as individuals rather than just as members of the group • Consider individuals as having different needs, abilities, and aspirations from others • Help others to develop their strengths • Listen attentively to other's concerns • Instill pride in others for being associated with them • Go beyond their self-interests for the good of the group • Act in ways that build others' respect • Display a sense of power and competence • Make personal sacrifices for others' benefit • Reassure others that obstacles will be overcome

Transformational Leadership behaviors stress the conveying of trust, resolving conflicts, and interpersonal dimensions. Transformational leadership is vital since it has a vital influence on work attitudes and behaviors of employees (Shamir, 2002). In transformational leadership, the followers identify with the leader and the team (Kark & Shamir, 2002). Sergiovanni (2007) views transformational leadership as a style which best adjusts to the needs of all stakeholders in the learning process. This approach promotes a shared leadership in which administrators and staff make sound decisions that focus on effective curriculum development and best instructional practices. Sergiovanni suggest that transformational leaders seek to empower and inspire members of the group to focus on a shared vision and to take ownership of the turnaround process through a collaborative approach. This style of leadership motivates teachers to pay close attention to shared beliefs, group purpose, and the embodiment of a team. A transformational leader is concerned with the mechanism of how to get to results, rather than the results. The group is afforded the chance to figure the perfect avenue to take to reach goals, guaranteeing the path connects with the groups' purpose and beliefs. Keeping a laser focus on a shared vision and collaboration will promote the development of solid school culture and staff commitment.

Bass (2000) affirms that transformational leadership occurs when leaders expand and elevate the interest of employees, bring about acceptance and awareness of the group's purpose and mission, and are able to move employees to look beyond their own self-interest for the good of the group. Transformational leadership is the process of building commitment to formulate objectives and then empowering followers to achieve those objectives. Public schools are constantly making changes which reflect on student academic achievement. It is not alarming

the role leadership plays in developing and sustaining schools. Transformational leadership has been linked to this change and innovation in organizations (Dixon & Gilley, 2008).

Leithwood and Jantzi (1999) examined the relationship between Transformational Leadership Behaviors (TLBs) on organizational and student outcomes to measure the leadership effects (Leitwood & Jantzi, 2005; Leithwood, et al., 1999). Earlier research suggested that TLBs are correlated to organizational outcomes that are indirectly linked to student learning while the direct effect of transformational leadership on student outcomes is weak (Leithwood & Jantzi, 2000). Leithwood et al. (1994) asserts that transformational leadership is an effective launch for schools facing challenges. The effects of the TLBs are most notably related to the improvement of school conditions and organizational outcomes, which indirectly impacts student achievement.

Leithwood and Jantzi (2006) define transformational leadership as a process in which higher levels of involvement to the organization and its goals are attained. Transformational leadership helps the members of the organization flourish to their fullest potential. Wheatley (2001) defines transformational leadership as a leader's ability to focus the members in the group on the mission and challenges faced by the group and how followers discern the actions of the leader.

Chang, Su-Chao & Lee, Ming-Shing (2007) suggest that transformational leadership provides enhancement of employee skills, encourages innovation, and develops educators' potential. Transformational leaders are able to adapt their leadership style to meet the need of the organization. A transformational leader is not only job-centered but people-centered as well. Transformational leadership influences employee attitudes and behaviors. A transformational leader builds capacity within the building. Bass (2000) found that transformational leadership

refers to moving the followers beyond immediate self-interests through charisma, intellectual stimulation, inspiration, or individualized consideration.

Transformational leadership is the base of recent leadership studies. The studies mostly focus on the interactions within the organization. Buzz words associated with transformational leadership are: service, teamwork, vision, and value. Transformational leadership promotes shared decision making and shared leadership (Stewart, 2006).

Korkmaz (2007) found that transformational leadership had a positive impact on teacher job satisfaction, which leads to a strong impact on school climate. Transformational leadership can exude a feeling of commitment. It fosters an environment where each person values their role as a stakeholder. Bass (1985) believed that transformational leadership is the effect the leaders have on their followers. A transformational leader celebrates staff and acknowledges their contribution to the organization. In doing so, the leader is building trust and respect and the employees will increase productivity in return.

Transformational Leadership is characterized by behaviors that are directed toward building relations within the organization. It is crucial that the shared goal is inherently an ethical aim for social change and justice, anchored in the moral commitment to bring about social reform (Burns, 1979). The means do not justify the ends; transforming leaders are "burdened" with an ethical imperative to act morally (Burns, 1979, p. 202). Transformational leaders intrinsically motivate followers to function as a collective to achieve a common aim (Burns, 1979).

The main goal of transformative leadership is a relationship built on mutual needs, values, and aspirations. This type of relationship uplifts the follower to leaders and leaders into

moral representatives. Burns (1979) stresses that transformative leadership is responsive to the needs of the followers: "Moral leadership emerges from, and always returns to, the fundamental wants and needs, aspirations, and values of the followers, I mean the kind of leadership that can produce social change that will satisfy followers' authentic needs" (p. 4). Burns' idea of transformational leadership is based on the corresponding relationship between the leader and follower who share the commitment to acknowledge a general moral purpose.

Leadership demands one to be people-centered as well as job-focused. This requires a leader to focus attention on all aspects of managing, staff development, school improvement, student achievement, and building relationships, all while building capacity within an organization to promote success (Fullan, 2001).

Elmore (2004) advocates shared decision-making (participatory management) as one of the more significant factors of transformational leadership. When shared decision making is implemented in an organization, it motivates staff from the bottom up, rather than expectations demanded from the top down. Leadership roles are taken on by the staff with the most experience to provide the best guidance in an organization. Elmore (2004) advocates that this practice creates a school culture of success.

Strong leadership can provide the needed leverage to successfully meet major challenges facing middle schools today. Sweeny (1992) contended, "Effective schools have effective leaders" (p. 25). Schools cannot succeed without effective leaders. Bjork and Ginberg (1995) further asserted that excellent schools simply cannot exist without exceptional leaders. The principalship is a position that is critical to educational change and development, according to former Education Secretary Riley (Shelton, 2010). A good principal can provide a climate that

fosters excellence in teaching and learning, while an ineffective one can quickly derail the progress of the most dedicated reformers (Educational Testing Service, 2002). Research also shows that schools which have raised student achievement in spite of students' socioeconomic backgrounds almost invariably do so with the guidance of an effective leader (Keedy, 2004). It is documented in the research that a principal's behavior and practices impact student achievement.

Principals have been given a set of standards outlining effective school leadership practices. These standards, adopted in 1996 by the Interstate School Leaders Licensure Consortium, include the following seven "Standards for School Leaders:"

1. Standards should reflect the centrality of student learning.
2. Standards should acknowledge the changing role of the school leaders.
3. Standards should recognize the collaborative nature of school leadership.
4. Standards should be high, upgrading the quality of the profession.
5. Standards should be performance-based systems of assessment and evaluation for school leaders.
6. Standards should be integrated and coherent.
7. Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community.

These standards were adopted by forty-two states and are used by educational organizations, including the National Council for the Accreditation of Teacher Education (NCATE), which used them to develop their own set of standards.

Chapter III:

Methodology

The attributes and behaviors of middle school principals in Title I schools that are successful is a timely and important topic to examine. There has been much debate and focus on educational leadership and the impact of principal leadership on student achievement, as measured by state assessments and within the context of effective schools. However, principal attributes and behaviors in relation to school performance, as measured by AYP status, are not represented in educational leadership literature.

This research consisted of a mixed-methods design (Creswell, 2005). The purpose was to study the attributes and behaviors of middle school principals in successful Title I schools. This study explored the leadership style and best practices reportedly used by the principals in order to meet the diverse needs of all students and increase academic achievement. The study also examined how the self-ratings of principals on the MLQ were similar to and different from ratings of others familiar with their work.

The leadership style and practices of a principal play an important part in student achievement. Grasping the leadership practices and the effect of the practices on middle school achievement will provide a wealth of knowledge that will advance our understanding of middle school students and increase student achievement.

Overview of the Research Problem

Even with the implementation of performance accountability programs, the gap between economically disadvantaged populations of students and their more affluent counterparts continues to exist nationwide. Minority groups' academic scores still remain well

below those of white students. In spite of the obstacles, several schools with large populations of economically disadvantaged students have achieved academic excellence (Barr & Parrett, 2007). There were many schools that defied the trend to prove that the background of the student body does not have to determine achievement results (Kannapel & Clements, 2005).

The purpose of the study was to examine the attributes and behaviors of middle school principals in successful Title I schools. This study explored the leadership styles and best practices reportedly used by the principals in order to meet the diverse needs of all students to increase academic achievement. The study also examined how the self-ratings of principals were similar to and different from the ratings of others familiar with their work. The role of the leader in shaping and directing the school towards academic success was also examined. The leadership style and practices of a principal play an important part in student achievement. Grasping the leadership practices and the effect of those practices on middle school achievement will provide a wealth of knowledge that will advance our understanding of middle school students and increase student achievement.

The attributes, behaviors, and role of a Title I middle school principal identified in the literature review and any other factors that may have contributed to the success of at-risk students at a Title I middle school was studied by conducting a study using a mixed methods research design. The goals of the study was to find answers to the research questions and present any new information or practices that promote the academic success of middle school at-risk students. According to Rossman and Rallis (2003), mixed methods research helps researchers who seek answers to their questions in the real world and "gather what they see,

hear, and read from people and place and from events and activities" (p. 4). The researcher conducted an in-depth exploration of the attributes and behaviors of four Title I middle school principals with similar demographics that are outperforming other middle schools of similar demographics.

Research Design

The research design chosen for this study was a mixed methodology. Three open-ended questions were directed to four principals along with the responses to the MLQ survey related to leadership styles. An analysis of the data from both sources searched for commonalities and differences. Leadership behaviors and attributes were determined from the interview of the four campus principals. The researcher used a consistent interview approach where the lists of questions were determined beforehand. Principals answered the same open-ended questions in the same order. The interview allowed the principals the chance to reflect on attributes and to discuss the behaviors they felt impacted achievement. The interview also allowed the principals to respond to the questions based on their personal experiences and personal beliefs concerning the topics. The responses from the interviewed principals were studied to look for common themes. The self-rating as well as the ratings from others on the MLQ were studied to look for common strengths and areas for improvement.

Research Questions. In an effort to provide valuable and pertinent information regarding increasing academic achievement in minorities at Title I middle schools, four research questions guided this mixed methods case study. The questions that were investigated, analyzed, and reported in this study were:

1. What are principals' perceived strengths with regard to self-rating on MLQ?
2. How are the Title I Principals' perceived strengths aligned with other raters' MLQ results?
3. What are the principals' perceptions of their role in the success of a Title I campus?
4. How are perceived strengths and areas of improvement reported on the MLQ similar to and different from principals' perceptions of what contributes to the success of a Title I campus?

Setting. For the purpose of this study, four middle school principals were interviewed and their identities were noted with predetermined codes (Principal A, B, C, and D) to ensure confidentiality of the results. All four of the principals are associated with an urban school district located in Texas. The school district has a diverse population of students. The district consists of twenty four schools. There are fifteen elementary, five middle, three high, and one combined/other. The demographics of the district are 75% Hispanic, 17% African American, 2% Asian/American Indian and 6% White. Of the student population, 78.4 % qualified as economically disadvantaged. During the 2010-11 school year, this district earned a Met Standard rating from Texas Education Agency (TEA) as documented on the Academic Excellence Indicator System (AEIS) report.

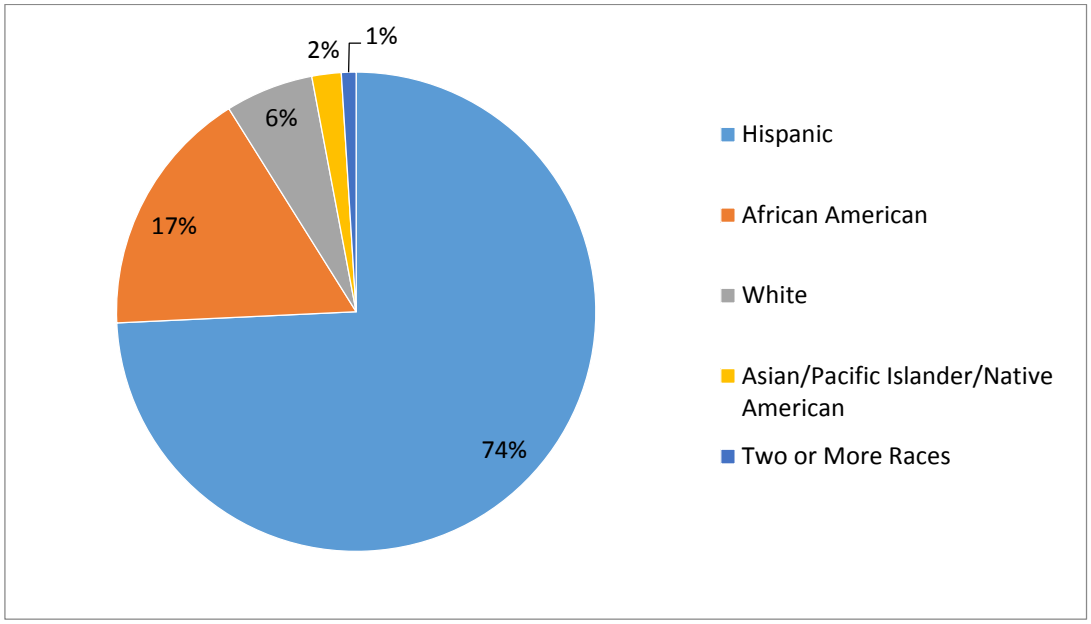

Figure 1. District Profile 2010-11. This figure illustrates the typical demographic make-up of schools within this school district.

The schools selected had similar demographic characteristics. This study identified the attributes and behaviors of middle school principals at successful Title I schools. To be included in this study, middle schools met the following conditions:

- Exhibited at least a 50% economically disadvantaged student population;
- Exhibited at least a 50% minority student population made up of African American and/or Hispanic students;
- Exhibited rising scores in economically disadvantaged student group; and
- Considered small, medium or large campus size.

Campus Size - Total Student Population. Texas school sizes range from as small as a single class size to campuses as large as some universities. According to a study conducted by

the Texas Education Agency, major urban areas consisted of 34 "very large" schools compared to zero in nonmetropolitan areas (Texas Education Agency, 2005). This report grouped Texas schools by sizes based on student enrollment: very small (under 300); small (300-599); medium (600-899); large (900-1,999); and very large (2,000+). Thirty-four percent of schools were considered medium, 29% large, 28% small, 5% very large and 3% very small (Stevens, 1999).

For purposes of this study, selected schools fell into the small-medium or medium-large category as reported on the state Academic Excellence Indicator System report, since these types of schools, collectively, make up 91% of the total schools in the state of Texas.

Principal A's campus housed approximately 924 students in grades seven through eight. According to the Texas Education Agency (2011), 56% of the school's students were Hispanic, 39% were Black, 3% were White, and 1% were Asian. The total population for economically disadvantaged was 73%, 8.4 % LEP, and 9.4% are identified as special education students. Figure 2 shows the gains of the economically disadvantaged population in math, and the closing of the achievement gap. Figure 3 shows the gains of the economically disadvantage population in reading, and the closing of the achievement gap. There is one principal and three assistant principals for this middle school.

Table 2

Mathematics Multi-Year History: School A

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	70%	73%	79%	89%	83%	88%	87%	+17
African American	62%	67%	79%	85%	78%	84%	84%	+22
Hispanic	77%	76%	80%	92%	86%	89%	89%	+12
White	73%	79%	74%	95%	84%	91%	78%	+5
Econ. Disadv.	70%	70%	78%	88%	81%	88%	86%	+16
Sub-pop Gap:	15 points						11 points	

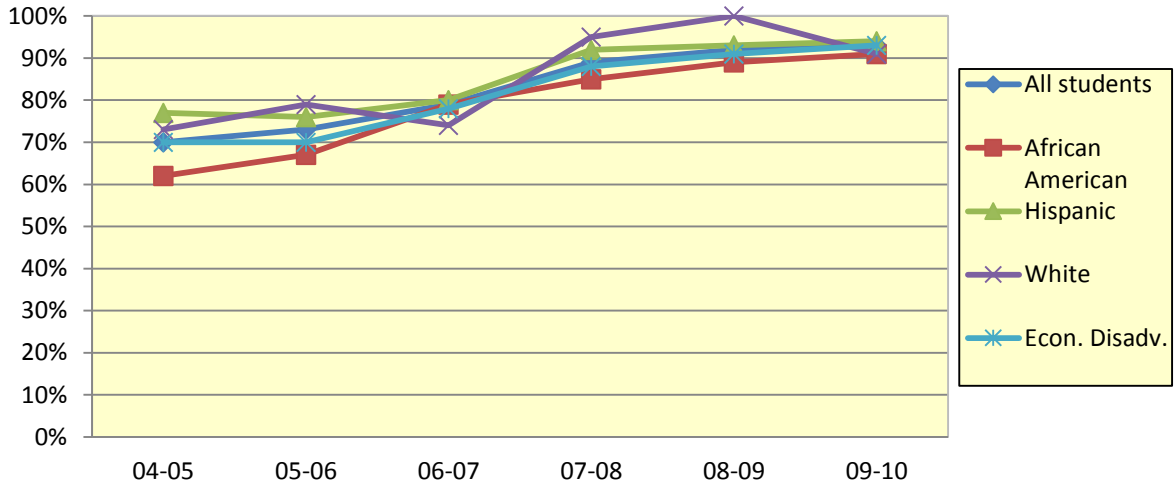

Figure 2. Mathematics Multi-Year History: School A. This figure illustrates the economically disadvantaged gain of 16 points in math, and the closing of the sub-pop gap from 15 point to 11 points over a six year period.

Table 3

Reading/ELA Multi-Year History: School A

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	84%	80%	88%	94%	92%	94%	91%	+7
African American	85%	80%	86%	93%	91%	93%	92%	+7
Hispanic	82%	79%	90%	95%	92%	94%	91%	+9
White	88%	83%	79%	100%	100%	91%	91%	+3
Econ. Disadv.	82%	77%	86%	94%	91%	93%	91%	+9
Sub-pop Gap:	6 points						1 point	

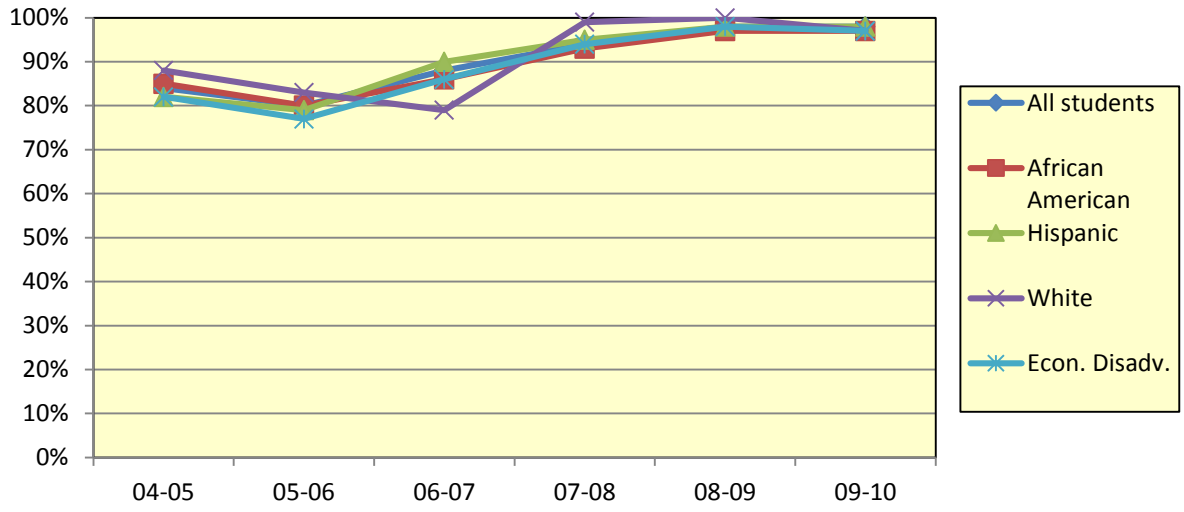

Figure 3. Reading/ELA Multi-Year History: School A. This figure illustrates the economically disadvantaged gain of 9 points in reading, and the closing of the sub-pop gap from 6 points to 1 point over a six year period.

Principal B's campus housed approximately 1283 students in grades seven through eight. According to the Texas Education Agency (2011), 75% of the school's students were Hispanic, 15% were Black, 7% were White, and 2% were Asian. The total population for economically disadvantaged was 73%, 18.5% LEP, and 9% are identified as special education students. Figure 4 shows the gains of the economically disadvantaged population in math, and the closing of the achievement gap. Figure 5 shows the gains of the economically disadvantage population in reading, and the closing of the achievement gap. There is one principal and three assistant principals for this middle school.

Table 4

Mathematics Multi-Year History: School B

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	72%	72%	77%	85%	88%	91%	91%	+19
African American	70%	75%	79%	82%	88%	91%	90%	+20
Hispanic	69%	71%	76%	85%	88%	92%	91%	+22
White	81%	70%	78%	86%	88%	85%	90%	+9
Econ. Disadv.	68%	70%	76%	85%	88%	90%	90%	+22
Sub-pop Gap:	13 points						1 point	

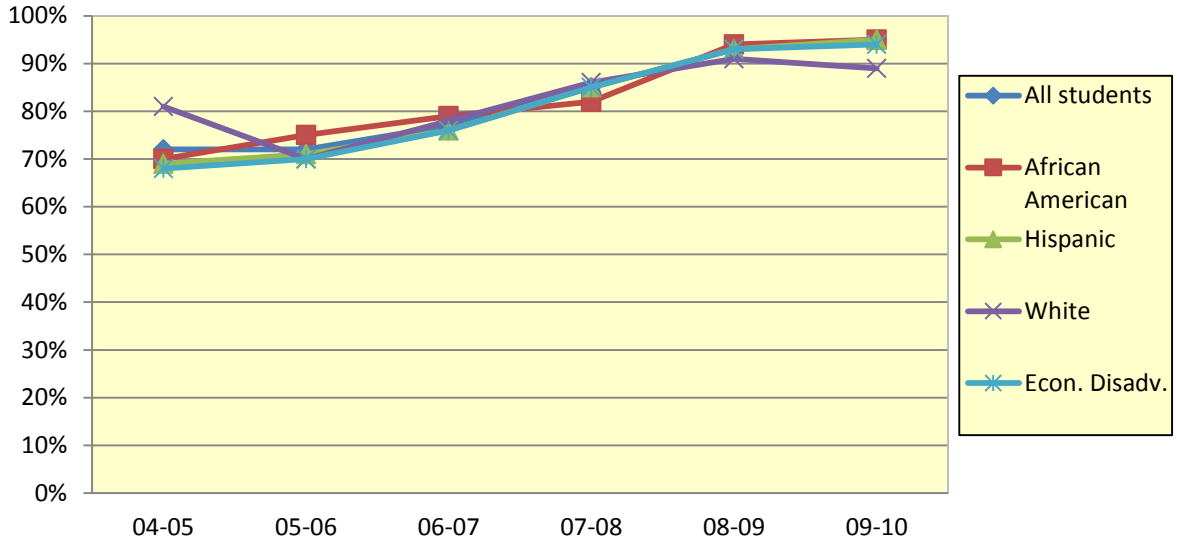

Figure 4. Mathematics Multi-Year History: School B. This figure illustrates the economically disadvantaged gain of 22 points in math, and the closing of the sub-pop gap from 13 points to 1 point over a six year period.

Table 5

Reading/ELA Multi-Year History: School B

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	84%	84%	86%	93%	90%	91%	89%	+5
African American	87%	94%	93%	94%	93%	94%	93%	+6
Hispanic	81%	81%	84%	92%	89%	90%	88%	+7
White	93%	88%	93%	95%	92%	91%	93%	0
Econ. Disadv.	81%	82%	84%	91%	88%	89%	88%	+7
Sub-pop Gap:	12 points						5 points	

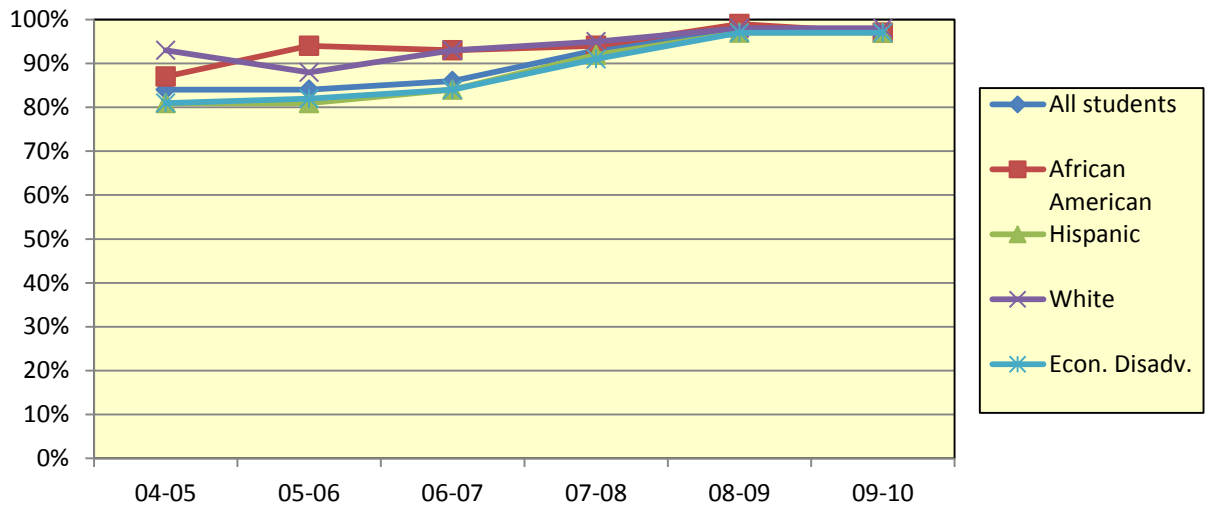

Figure 5. Reading/ELA Multi-Year History: School B. This figure illustrates the economically disadvantaged gain of 7 points in reading, and the closing of the sub-pop gap from 12 points to 5 points over a six year period.

Principal's C's campus housed approximately 1034 students in grades six through eight. According to the Texas Education Agency (2011), 92% of the school's students were Hispanic, 5% were Black, 3% were White, and 1% were Asian. The total population for economically disadvantaged was 84%, 18.2% LEP, and 7% are identified as special education students. Figure 6 shows the gains of the economically disadvantaged population in math, and the closing of the achievement gap. Figure 7shows the gains of the economically disadvantage population in reading, and the closing of the achievement gap. There is one principal and three assistant principals for this middle school.

Table 6

Mathematics Multi-Year History: School C

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	59%	66%	75%	88%	87%	89%	88%	+29
African American	60%	51%	50%	59%	67%	80%	84%	+24
Hispanic	58%	67%	76%	89%	88%	89%	88%	+30
White	78%	77%	86%	89%	92%	92%	92%	+14
Econ. Disadv.	59%	66%	74%	87%	87%	89%	89%	+30
Sub-pop Gap:	20 points						8 points	

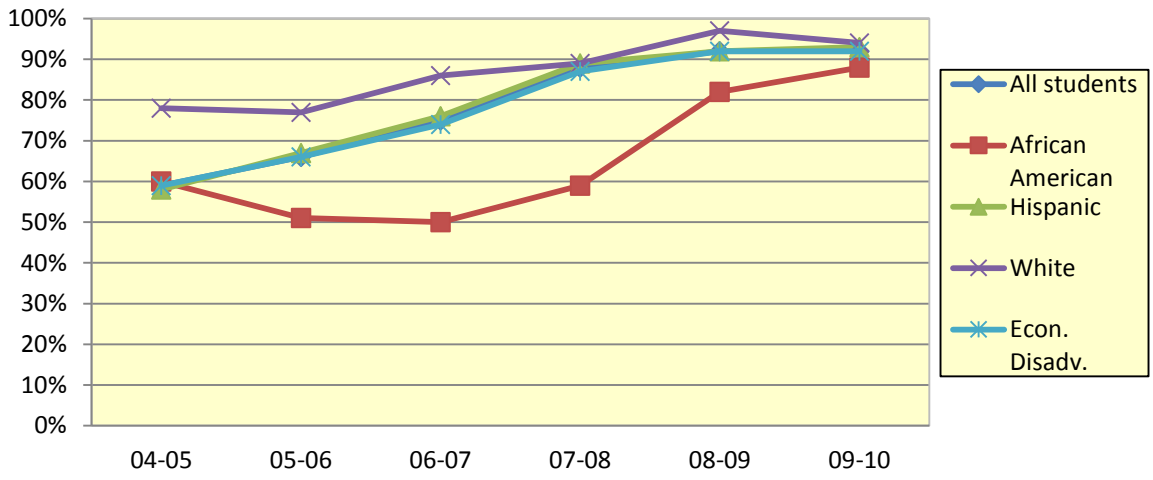

Figure 6. Mathematics Multi-Year History: School C. This figure illustrates the economically disadvantaged gain of 30 points in math, and the closing of the sub-pop gap from 20 points to 8 points over a six year period.

Table 7

Reading/ELA Multi-Year History: School C

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	73%	76%	83%	91%	88%	87%	85%	+12
African American	71%	72%	78%	92%	85%	89%	91%	+20
Hispanic	73%	76%	82%	91%	88%	86%	85%	+12
White	83%	86%	95%	94%	97%	89%	88%	+5
Econ. Disadv.	72%	75%	82%	89%	88%	86%	85%	+13
Sub-pop Gap:	12 points						6 points	

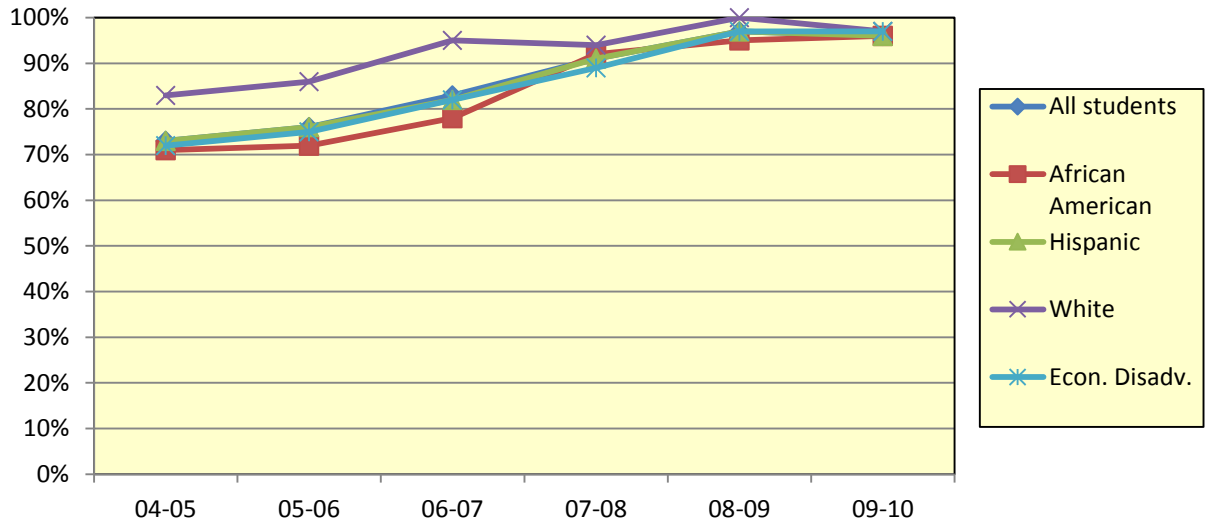

Figure 7. Reading/ELA Multi-Year History: School C. This figure illustrates the economically disadvantaged gain of 13 points in reading, and the closing of the sub-pop gap from 12 points to 6 points over a six year period.

Principal D's campus housed approximately 468 students in grades six through eight. According to Texas Education Agency (2011), 53.8% of the school's students were Black, 44% were Hispanic, 1.3% were White, and 0% were Asian. The total population for economically disadvantaged was 96.4%, 28.5% LEP, and 13.7 % are identified as special education students. Figure 8 shows the gains of the economically disadvantaged population in math, and the closing of the achievement gap. Figure 9 shows the gains of the economically disadvantage population in reading, and the closing of the achievement gap. There is one principal and two assistant principals for this middle school.

Table 8

Mathematics Multi-Year History: School D

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	68%	85%	81%	92%	95%	91%	93%	+25
African American	48%	70%	78%	92%	80%	87%	88%	+40
Hispanic	70%	86%	81%	92%	95%	92%	93%	+23
White	65%	90%	91%	96%	92%	82%	92%	+27
Econ. Disadv.	68%	85%	80%	92%	95%	92%	92%	+24
Sub-pop Gap:	22 points						5 points	

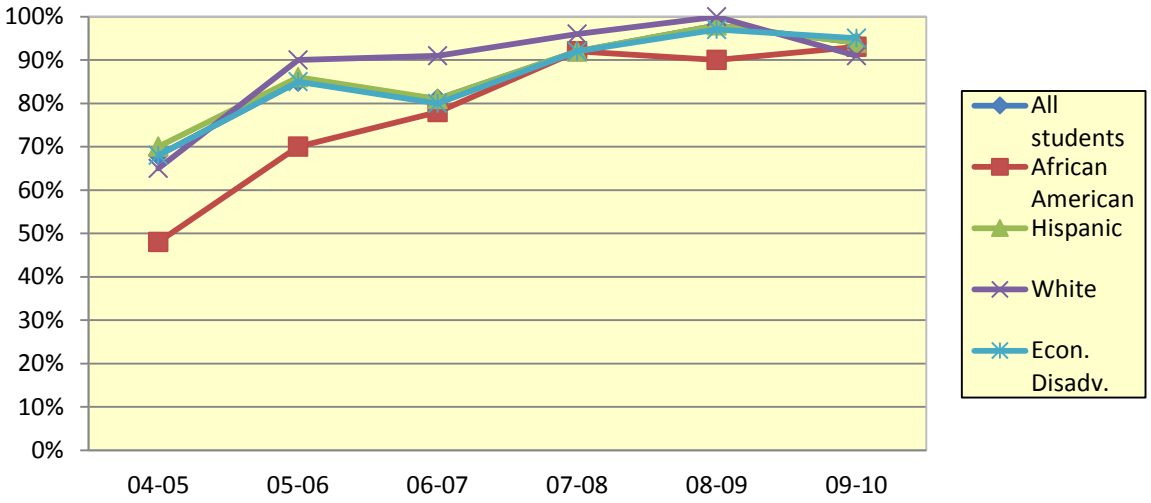

Figure 8. Mathematics Multi-Year History: School D. This figure illustrates the economically disadvantaged gain of 24 points in math, and the closing of the sub-pop gap from 22 points to 5 points over a six year period.

Table 9

Reading/ELA Multi-Year History: School D

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Growth
All students	81%	83%	82%	89%	87%	86%	90%	+9
African American	86%	95%	95%	100%	90%	87%	94%	+8
Hispanic	80%	81%	80%	88%	87%	86%	89%	+9
White	94%	95%	96%	96%	92%	83%	100%	+6
Econ. Disadv.	79%	83%	81%	88%	86%	86%	89%	+10
Sub-pop Gap:	15 points						11 points	

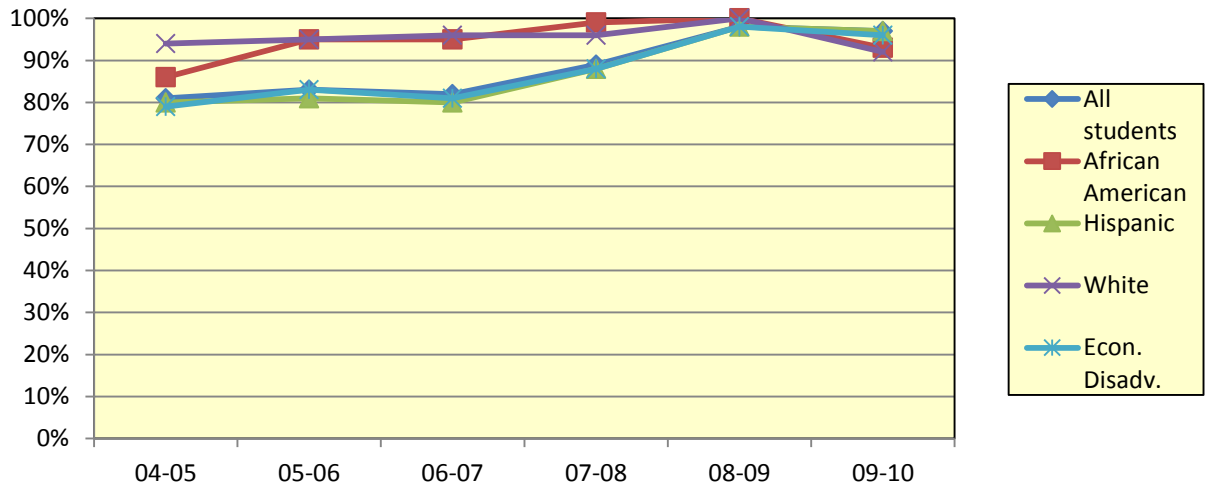

Figure 9. Reading/ELA Multi-Year History: School D. This figure illustrates the economically disadvantaged gain of 10 points in reading, and the closing of the sub-pop gap from 15 points to 11 points over a six year period.

Economically Disadvantaged Minority Percentages. For the purposes of this study, 2010-11 Texas Education Agency data was used to define an economically-challenged minority school as consisting of at least 50% of their students classified as economically disadvantaged, with 50% of the students coming from a minority group – African American and Hispanic. A student was reported as being economically disadvantaged if he or she was: (a) eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program; (b) from a family with annual income at or below the federal poverty line; (c) eligible for Temporary Assistance to Needy Families or other public assistance; and (d) eligible for benefits under the Food Stamp Act of 1977 (McMillion & Roska, 2007). The

schools selected ranged from 83%-98% economically disadvantaged students. To ensure the anonymity of each school, school names were changed in the text of this study.

Subjects/Participants

Principal A is a Caucasian male that has fifteen years teaching experience, seven years as an assistant principal at all three levels, and four years principal experience. Principal B is a Caucasian male that has fifteen years teaching experience, six years assistant principal experience, and one year principal experience. Principal C is a Black female that has seven years of teaching experience, six years assistant principal experience, served as a campus math specialist for a year, and one year principal experience. Principal D is a Hispanic male that has three years of teaching experience, five years assistant principal experience and two years of principal experience. To be included in this study the following was required: (a) must be a middle school principal; (b) 50% of student population is classified as economically disadvantage; with 50% of the students coming from a minority group-African American and Hispanic.

Procedures

The primary function of the IRB was to assure that risks to human subjects were minimized and reasonable in relation to the anticipated benefits, that there was informed consent, and that the rights and welfare of subjects were maintained (Kritsonis et al., 2007). Each principal signed a "Consent to Participate in Research" form before the interview (See Appendix B). The Informed Consent form, created by the researcher and approved by the thesis chair, explained the procedures of the study, the minimal risks, potential benefits, and

the methods utilized to ensure complete confidentiality of the participants' data. Participants, schools, and district name were not be used when findings were reported. Each participant, school, and district was assigned a pseudonym. To increase the security and safety of the participants, the researcher created a plan for contacting the participants, deciding when and where to interview, checking the environment prior to the interview, developing an awareness of safety and confidentiality, and changing the time and place of the interview if concerns arose.

Interviews. deMarrais (2004) defined an interview as, "a process in which a researcher and participant emerge in a conversation focused on questions related to a research study" (p.8). The researcher contacted each participant by phone to inform him/her of the purpose, procedures, and nature of the study. Once the researcher received verbal consent, interview participants received a copy of the informed consent and a letter of explanation (See Appendix B and Appendix C). The anonymity of each individual was assured through the use of a pseudonym for both the school and principal's name. Email addresses were requested for future correspondence. Each participant was contacted via email for the purpose of setting up an interview. In order to prepare, each participant was sent a copy of the interview questions approximately one week before the initial interview (See Appendix F).

The researcher scheduled interviews with the principals of the four identified schools. Telephone and email confirmation of the date and time were provided. The researcher audio recorded all interviews. The interviews were conducted in the individual principals' offices. The recordings were coded with a designated code known only to the researcher. The

recordings were secured on an external storage device and placed in a locked file. Following the researcher's transcription of the recorded interviews, a copy was sent via email to each principal for verification. Once the transcription was completed, the audio recording was destroyed. Field notes were made by the researcher immediately after each interview session.

The principals received the "Consent to Participate" form that explained the purpose of the study, procedures, confidentiality, risks, discomforts, benefits, alternatives, publication statements, and agreement for the use of audio tapes (See Appendix B). Each principal signed the consent form before the interviews were conducted. The three predetermined questions were received a week before the interview so the participants were prepared to respond. Principals responded to the questions in person and had their responses recorded. After the interviews, the researcher provided the principals with a transcript and an opportunity to make revisions within two days.

Instruments

Multilevel Leadership Questionnaire (MLQ). This study used the Multifactor Leadership Questionnaire (MLQ), which measures each principal's leadership across five dimensions: Charisma, Individualized Consideration, Intellectual Stimulation, Contingent Reward, and Management by Exception. The MLQ attempts to measure and explain factors necessary for effective leaders. The MLQ measures a wide range of leadership types, from passive leaders to leaders who provide contingent rewards to followers, to leaders who transform their followers into developing leaders themselves. The MLQ is a 45-item Likert-scale leadership questionnaire that asks participants to judge how aptly a series of statements

describe them using a 5-point scale that ranges from 0 ("*not at all"*) to 4 *("frequently, if not always"*). The instrument is used to produce a mean score for nine different leadership behaviors: (a) idealized influence (attribute), (b) idealized influence (behavior), (c) inspirational motivation, (d) intellectual stimulation, e) individualized consideration, (f) contingent reward, (g) management by exception (active), (h) management by exception (passive), and (i) laissez-faire. The MLQ also provides a score for three perceived leadership outcomes: (a) extra effort, (b) effectiveness, and (c) satisfaction.

Validity. Validity considers whether the research design, instruments, and procedures accurately assess the variables or constructs the research process intends to measure. Validity consists of the separate elements of internal and external validity. Internal validity examines the research design, instruments used for measurements, and the variables included and excluded in the study to assess the rigor of the methodology. External validity considers whether the research design supports the generalization of the findings and conclusions of the study to a larger population. The validity of the MLQ has continued to be a question over the period of its use. Carless (1998) found that while there was higher order discriminant validity in the version of the instrument current at the time she studied it, the subscales of the MLQ demonstrated significant covariance, indicating that the subscales may not be relevant in terms of differences between the models. Other studies of the MLQ's validity and internal consistency have demonstrated that it is effective in identifying transactional, transformational, and laissez-faire leadership styles, though the scaling methods are somewhat modified (Den Hartog, Van Muijen, & Koopman, 1997).

The Multifactor Leadership Questionnaire (MLQ) was developed by Bass to assess the full range of leadership behaviors (Lowe, Kroeck, & Sivasubramaniam, 1996). The MLQ was designed to measure both transformation and transactional leadership behaviors and examine the relationship between these behaviors. The MLQ has been examined in over 75 research studies and used to study leaders in a variety of organizational settings, including military, manufacturing, educational, and religious institutions (Lowe et al., 1996). Research finding of studies using the MLQ have generally reported statistically significant relationships between leader effectiveness and the transformational scales of charisma/inspirational stimulation, individualized stimulation, and intellectual stimulation (Lowe et at., 1996). The transactional scale of contingent reward has been associated with effectiveness, but less so than the transformational scales. Given these findings, it appears that the MLQ is most appropriate for assessing transformational leadership behaviors.

Interview Questions. This study used interview questions to provide information for this research. The interview questions were shared with colleagues to check for clarity. Each principal was asked the following three open ended questions relating to their leadership:

1. How does a principal's leadership behavior (Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) lead to increased results in student achievement?
2. How does a principal's leadership knowledge of best practices contribute to the success of a Title I campus?

3. What attributes are necessary as a middle school principal that contribute to the success of a Title I campus?

A pilot interview, using the interview questions, was conducted with a middle school principal to see if the questions were appropriate; in addition, this helped to develop and refine the researcher's interview skills. The pilot interview allowed the recording equipment to be tested for familiarity. The recording device used was a tape recorder. Notes were also taken during the interview.

Analysis

In this study, the researcher prepared data collected from the MLQ survey answers and interview responses for analysis. Following the conclusion of each interview, the researcher transcribed the interview into text from the audio recording by using Microsoft Word. The transcription was checked with each principal for accuracy.

Secondly, the researcher began a detailed analysis with a coding process. Coding is the process of organizing the material into "chunks" (Rossman & Rallis, 1998, p. 171). Interview data and notes were broken down into small units of meaning that served as themes (Lincoln & Guba, 1985). According to Patton (2002), this process includes identifying, coding, categorizing, classifying, and labeling the themes and patterns which come forth from the data. The researcher created units that represented chunks of meaning. Strauss and Corbin (1998) define this process as open coding. Open coding allows the researcher to organize the data into categories that represent ideas or themes that emerge from the data.

Next, the researcher used the themes generated from the coding process to generate a description of the setting and people as well as categories or themes for analysis (Creswell, 2007). The researcher sifted through all the data, put aside whatever was irrelevant, and brought together what was most important. In order to gain an in-depth understanding of the attributes and behaviors of all four middle school principals, they received the same interview format. The next step in data analysis consisted of the search for patterns. The researcher looked for commonalities between the four principals. This type of analysis found emerging themes and patterns across the study. The researcher was able to identify similar attributes and behaviors among the four middle school principals through linking and sorting. The final step in the data analysis involved making an interpretation or meaning of the data (Creswell, 2007).

Chapter IV:

Results

Twenty first century schools are held accountable for preparing students cognitively and socially to meet the demands in their society and future. Schools must focus on knowledge and its value. Principals must build a feeling of oneness on the campus and a sense of interdependence on one another so that they can accomplish and achieve their goals. Bandura (1977), states that the leader is the key in creating a culture of collaboration.

The purpose of this study was to identify the attributes and behaviors of Middle School Principals in successful Title I Schools. In order to examine these phenomena, four principals were asked to complete the MLQ survey and interview questions. The reporting of the results of this study began with the presentation of the research questions, interview responses, and survey results, which were used to identify signposts that assisted in analyzing the data. Three research questions guided this study. To address these questions, the Multifactor Leadership Questionnaire was sent to the four Title I middle school principals.

The MLQ was used to identify the self-perceived leadership attributes and behaviors and outcomes of the four Title I middle school principals. The MLQ captures a broad range of leadership behaviors, from laissez-faire to idealized leadership behaviors, while differentiating ineffective from effective leaders. In the effective range, the MLQ assesses perceptions of leadership behaviors that bring about the greatest magnitude of influence over and motivation from others (Transformational Leadership Behaviors). In the ineffective range, the MLQ assesses perceptions of leadership behaviors that designate avoidance of responsibility and

action (Laissez-Faire Leadership Behaviors). The MLQ is applicable for administration across different types of organizations, including educational organizations (Antonakis et al., 2003).

The MLQ is a 45-item Likert-scale leadership questionnaire that asks participants to evaluate how appropriately a series of statements best describes them using a 5-point scale that ranges from 1 (“*not at all”*) to 4 *(“frequently, if not always”*). The instrument provides a mean score for nine different leadership behaviors: (a) idealized influence (attribute), (b) idealized influence (behavior), (c) inspirational motivation, (d) intellectual stimulation, individualized consideration, (f) contingent reward, (g) management by exception (active), (h) management by exception (passive), and (i) laissez faire. The MLQ also provides a score for three perceived leadership outcomes: (a) extra effort, (b) effectiveness, and (c) satisfaction.

Data Results and Analysis

The research questions that guided this study were:

1. What are principals’ perceived strengths with regard to self-rating on MLQ?

Principal A perceived himself to be strongest in the area of Inspirational Motivation. Principal A believes in displaying optimism and enthusiasm. He encourages followers and expresses confidence that the goals set will be achieved. Principal B perceived himself to be strongest in the area of Individual Consideration. Principal B believes in building capacity. Principal C perceived herself to be strongest in the area of Idealized Influence (Behaviors). Principal C believes in demonstrating high moral standards, values and beliefs. Principal D perceived himself to be strongest in the area of Idealized Influence (Behaviors) and Inspirational Motivation. Principal D believes in demonstrating high moral standards, values

and beliefs. He also feels that the leader should always be optimistic and enthusiastic. Figure 10 displays the principals' self-rating on the MLQ. Principal A clearly is confident in his leadership behaviors. He rated himself significantly higher than his colleagues. The four principals mean response average ranged from a 1.8 to 4. Principal B rated himself lower than colleagues in all areas. He rated himself significantly lower in Idealized Influence. Principal B and C are closely aligned, especially in Idealized Influence and Individual Consideration.

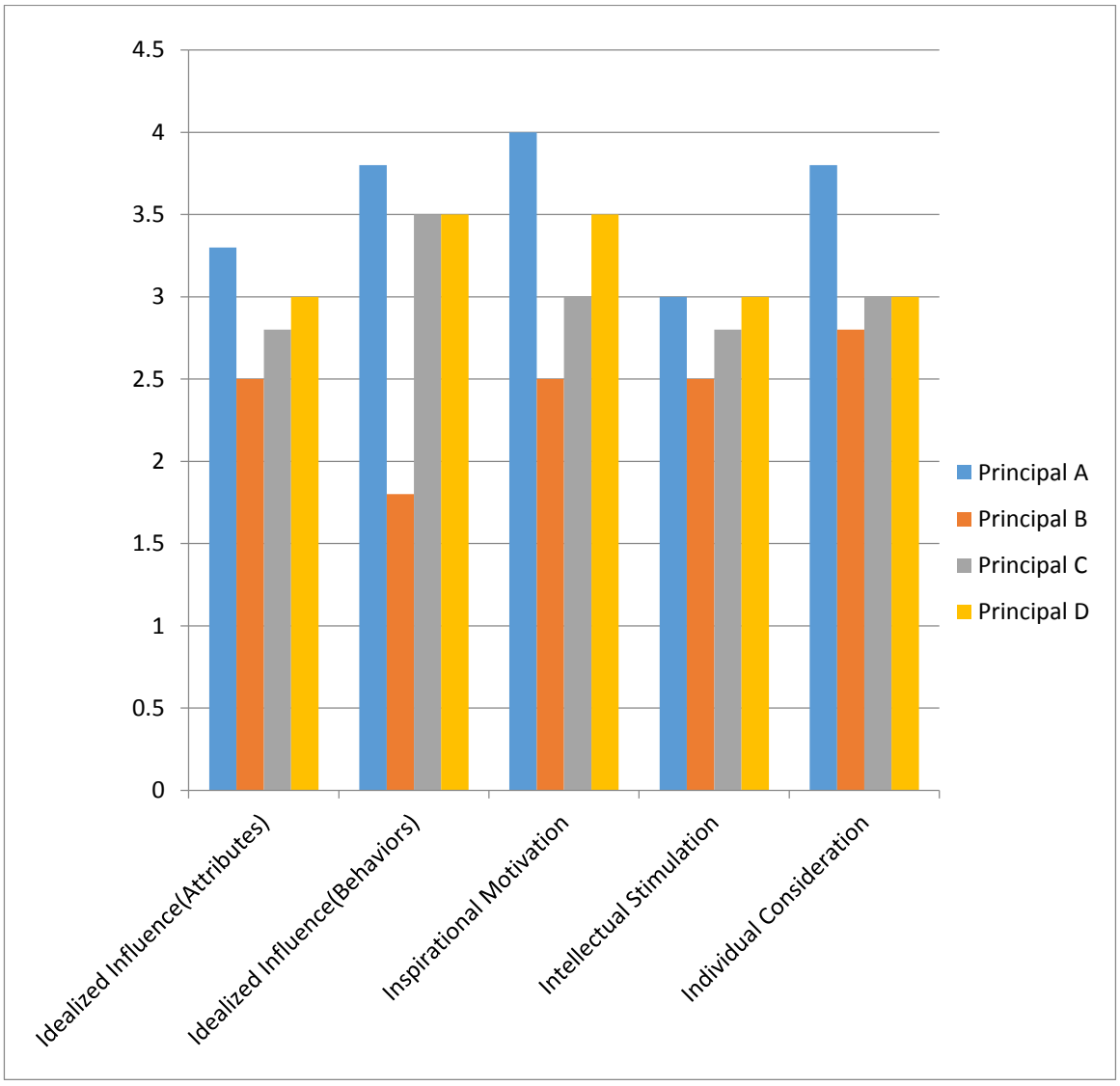

Figure 10. Principals' Self Rating on MLQ. This figure illustrates the principals' perceived strengths with regards to the self-rating on MLQ

2. How the Title I Principals' perceived strengths aligned with other raters' MLQ results?

The MLQ ratings compared to Principal A's beliefs were closely aligned. Principal A perceived himself to be strongest in the area of Inspirational Motivation. Figure 11 displays Principal A's perceived strengths aligned with his raters. His raters scoring were off by 1. Principal B rated himself higher than colleagues in Intellectual Stimulation. However, he perceived himself significantly lower in the other behaviors. The data encouraged Principal B to reflect on his perception of self and confidence in leadership abilities. All four principal's raters rated them higher in Idealized Influence. The four principals thought they were doing a good job in influence but three were unsure of how effective they were in Intellectual Stimulation. Principal B felt he did an awesome job stimulating his staff but his colleagues didn't. Principal B's rater responses encouraged him to reflect on his practices. Figure 13 displays Principal C's perceived strengths aligned with her raters. Principal C rated herself higher than her raters in three areas. This moved Principal C to reflect on how she can improve the effectiveness of certain practices. The highest difference in ratings between Principal C and the raters was a 0.5 gap. The MLQ ratings compared to Principal D's beliefs were in range. Figure 14 displays Principal D's perceived strengths aligned with his raters. The highest difference in ratings between Principal D and the raters was a 0.6 gap. The gaps reflect the alignment of the rater's perception with the principals' perception regarding their leadership. The principals' perceived strengths with regards to self-rating on MLQ and their raters' results were aligned overall. The principals' attributes and behaviors are perceived to

be that of a Transformational Leader. The principals' self-perception reflects that of a Transformational Leader as well.

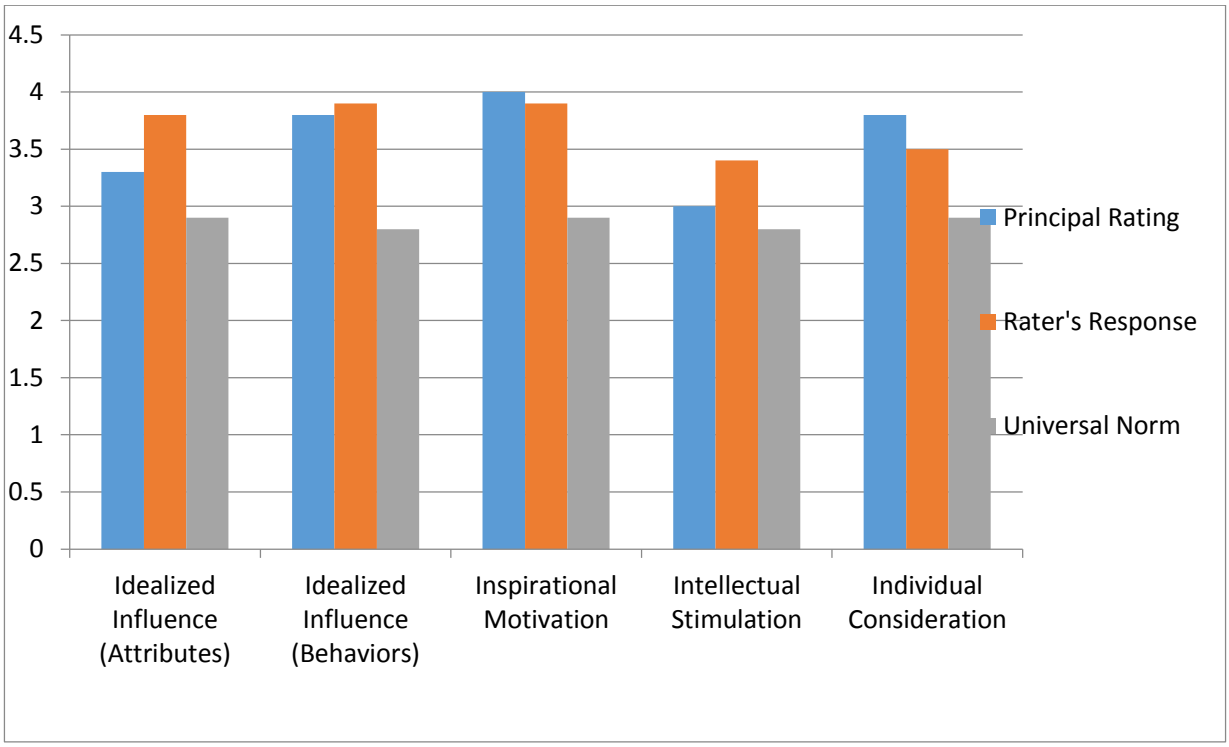

Figure 11. Five I's of Transformational Leadership: Principal A. This figure displays Principal A's perceived strengths aligned with his raters' MLQ results.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometime
3=fairly often
4=frequently, if not always

Principal A's highest five average ratings on the Transformational leadership styles were (a) Idealized Influence (Behaviors)—emphasize the importance of having a collective sense of mission, (b) Idealized Influence (Attributes)—act in ways that build others' respect, (c) Idealized Influence (Attributes)—go beyond self-interest for the good of the group, (d) Idealized Influence (Behaviors)—Specify the importance of having a strong sense of purpose, and (e) Inspirational Motivation—talk enthusiastically about what needs to be accomplished. Principal A received a perfect score of four on all of these.

Principal A's lowest five average ratings on the Transformational leadership styles were (a) Idealized Influence (Attributes)—display a sense of power and confidence, (b) Individual Consideration—help others develop their strength, (c) Intellectual Stimulation—get others to look at problems from many different angles, (d) Intellectual Stimulation—suggest new ways of looking at how to complete assignments, and (e) Intellectual Stimulation—re-examine critical assumptions to question whether they are appropriate. The lowest average rating out of the five categories was a three.

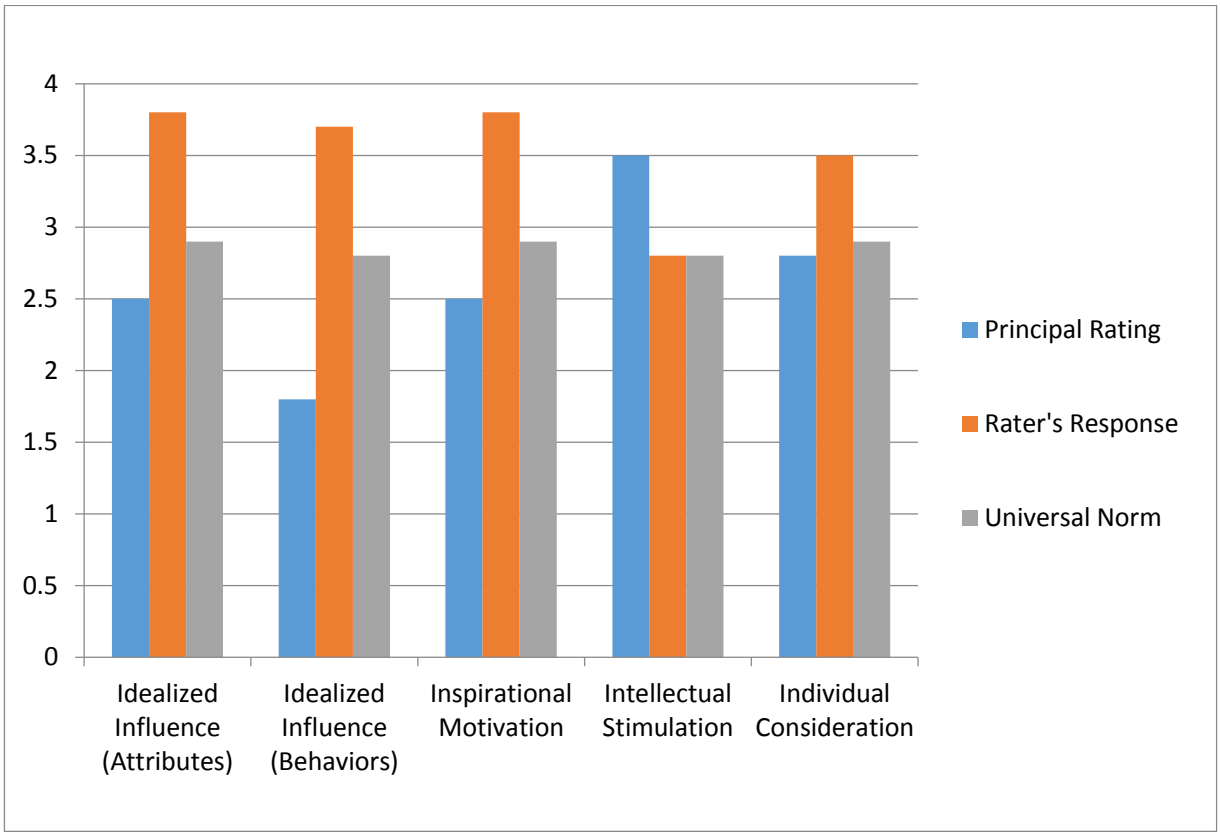

Figure 12. Five I's of Transformational Leadership: Principal B. This figure illustrates Principal B's perceived strengths aligned with his raters' MLQ results.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

Principal B's highest five average ratings on the Transformational leadership styles were (a) Inspirational Motivation—express confidence that goals will be achieved, (b) Inspirational Motivation—articulate a compelling vision of the future, (c) Idealized Influence (Attributes)—display a sense of power and confidence, (d) Idealized Influence (Behaviors)—consider the moral and ethical consequences of decisions, and (e) Idealized Influence (Behaviors)—emphasize the importance of having a collective sense of mission.

Principal B's lowest five average ratings on the Transformational leadership styles were (a) Individual Consideration—spend time teaching and coaching (b) Idealized Influence (Behaviors)—specify the importance of having a strong sense of purpose, (c) Intellectual Stimulation—suggest new ways of looking at how to complete assignments, (d) Intellectual Stimulation—re-examine critical assumptions to question whether they are appropriate, and (e) Idealized Influence (Behaviors)—talk about most important values and beliefs. The lowest five average ratings for Principal B are all higher than the norm.

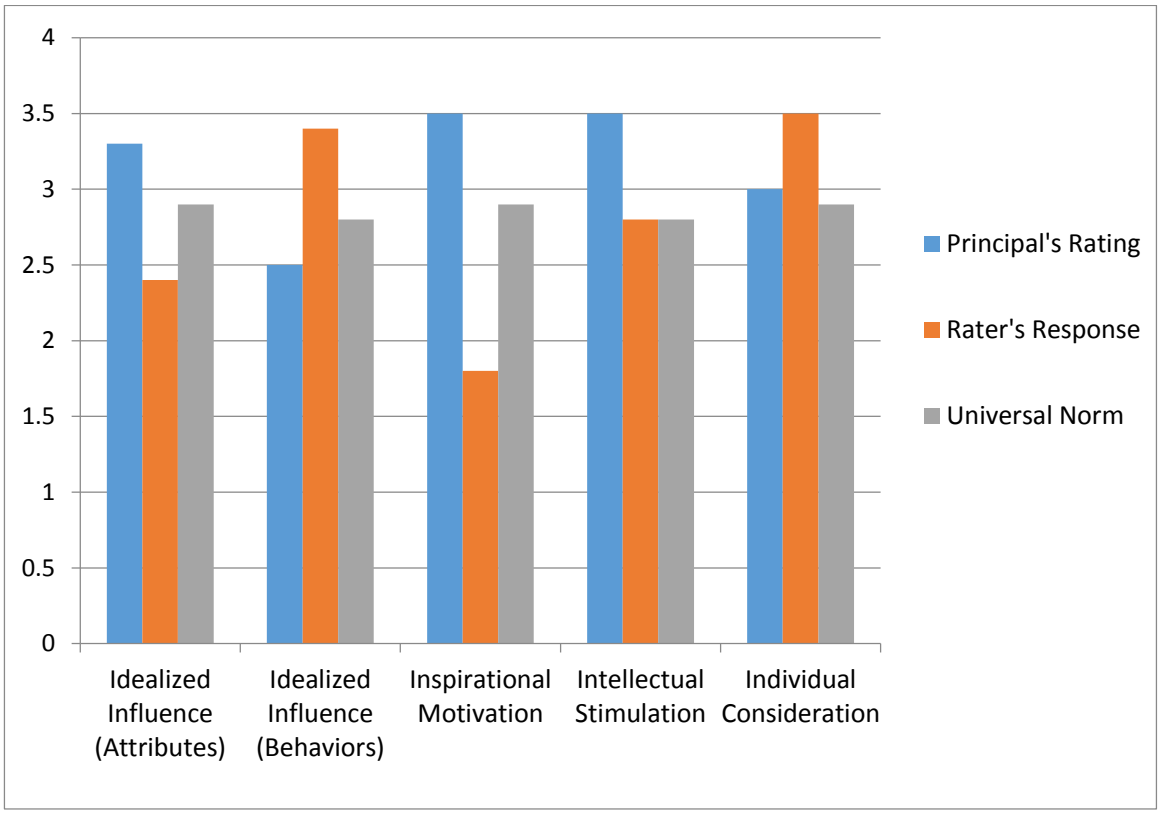

Figure 13. Five I's of Transformational Leadership: Principal C. This figure illustrates Principal C's perceived strengths aligned with his raters' MLQ results.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

Principal C's highest five average ratings on the Transformational leadership styles were (a) Individualized Consideration—coaches and develops people, (b) Idealized

Influence—display a sense of power and confidence, (c) Idealized Influence (Attributes)—I act in ways that build others' respect for me (d) Idealized Influence (Attributes)—go beyond self-interest for the good of the group, and (e) Idealized Influence (Behaviors)—emphasize the importance of having a collective sense of mission.

Principal C's lowest five average ratings on the Transformational leadership styles were (a) Idealized Influence (Behaviors)—talk about my most important values and beliefs (b) Idealized Influence (Attributes)—instill pride in others for being associated, (c) Individual Consideration—treat others as individuals rather than just as members of the group, (d) Inspirational Motivation—express confidence that goals will be achieved, and (e) Intellectual Stimulation—get others to look at problems from many different angles. The lowest five average ratings for Principal C were 2.8.

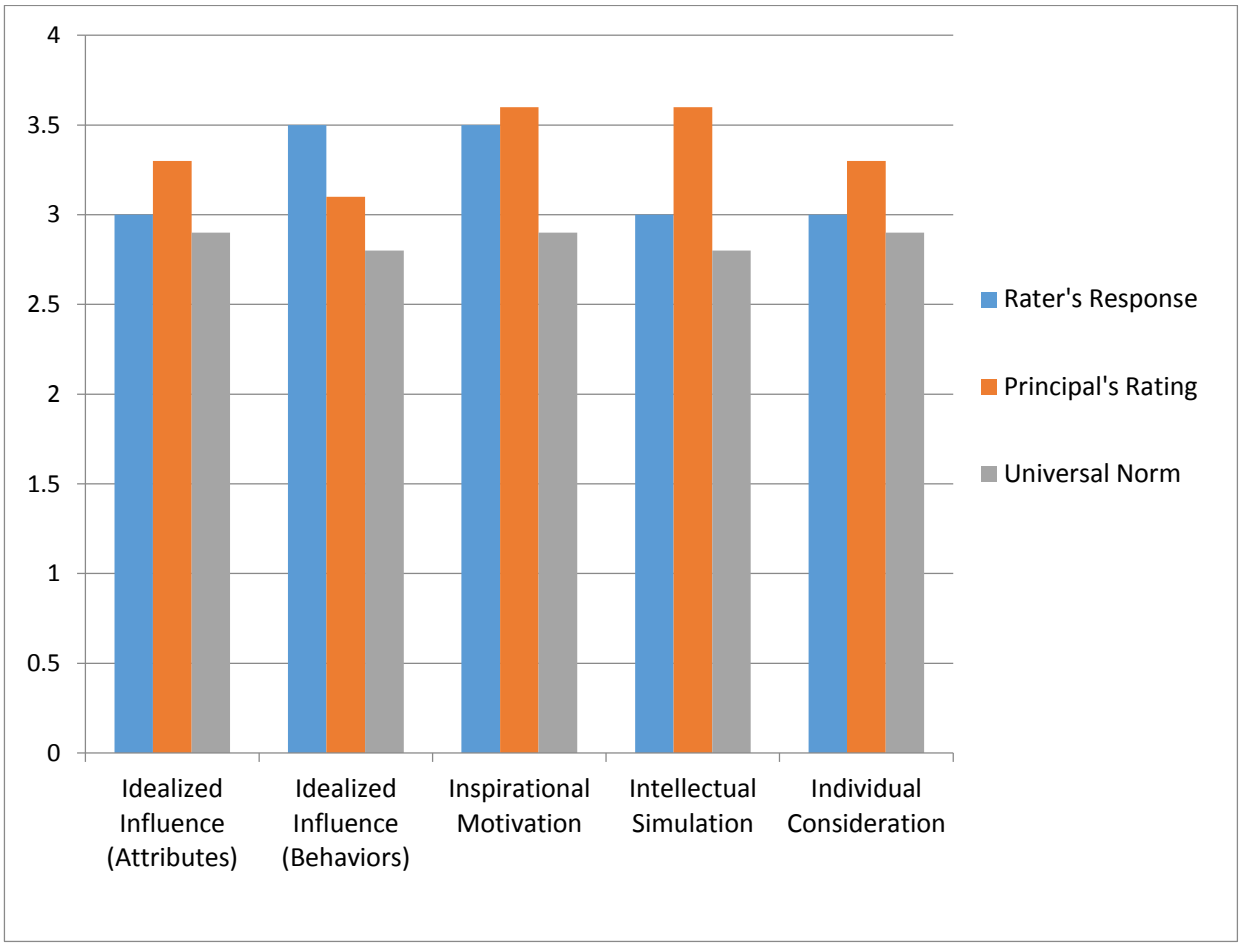

Figure 14. Five I's of Transformational Leadership: Principal D. This figure illustrates Principal D's perceived strengths aligned with his raters' MLQ results.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

Principal D's highest five average ratings on the Transformational leadership styles were (a) Individualized Consideration—treat others as individuals rather than just as members of the group, (b) Inspirational Motivation—express confidence that goals will be achieved, (c) Idealized Influence (Behaviors)—emphasize the importance of having a collective sense of mission, (d) Individual Consideration—help others to develop their strengths, and (e) Intellectual Stimulation—get others to look at problems from many different angles.

Principal D's lowest five average ratings on the Transformational leadership styles were (a) Idealized Influence (Behaviors)—talk about my most important values and beliefs, (b) Idealized Influence (Attributes)—instill pride in others for being associated, (c) Individual Consideration—spend time teaching and coaching, (d) Idealized Influence (Behaviors)—specify the importance of having a strong sense of purpose, and (e) Idealized Influence (Attributes)—go beyond self-interest for the good of the group.. The lowest five average ratings for Principal D were 2.0.

3. What are the principals' perceptions of their role in the success of a Title I campus?

Principal A feels his role in the success of the campus is to serve and support staff and students. Principal B views his role in the success of the campus as a coach. He strives daily to create a supportive climate in which staff and students can grow. He acknowledges that each staff has different needs, abilities, and aspirations that he must address differently as an effective leader. Principal C views her role in the success of the campus as not only a manager but an instructional leader. She consistently stresses to the staff the importance of having a strong sense of purpose. She also shares with staff, students, and parents values and beliefs

that she feels are important. Principal D views his role in the success of the campus as a team player. Principal D works closely with the key players on his campus, assisting as needed. He is constantly communicating his belief in staff and students. He also speaks optimistically about future goals and challenges.

When interviewed, the principals were asked how their leadership behavior led to increased student achievement. Principals A, B, and C, and D all agreed that there is a direct correlation between leadership and student achievement. Principal A stated, "I don't ask anything of my teachers that I wouldn't be willing to do myself." Principal B clearly stated that he believes in modeling by example as well. He said, "I model high expectations for the teachers who in turn raise the level of instruction. When these factors are in action, student achievement is raised." Principal C said, "A positive principal who has clear expectations and a clear vision on a daily basis will have teachers who follow his lead, thereby increasing student achievement." Principal D said, "Student success is more achievable when the staff is happy. My goal is to go beyond self-interest. I don't believe in micro-management. My decisions are made on what is best for the entire group."

The second interview question asked how the principal's leadership knowledge of best practices contributes to the success of a Title I campus. All four principals agreed that it is important to know the curriculum in order to be able to adequately assess instruction and then to fully support the instructional efforts of the teachers. Principal D stated,

> "My instructional knowledge of the curriculum is the foundation needed to be the instructional leader on the campus. My classroom observations help me to identify the

needs and strengths of instruction on my campus. I meet regularly with grade level teams to monitor students' needs and to assess what I can do better to support my teachers and the students."

Principal A thought for a minute and then said:

> "I have learned to become the servant of better instruction. Once I have observed the strengths and needs in the classroom, I will stop at nothing to support my teachers so that our students receive instruction that more or less guarantees student success."

Principal C said, "I make teachers and students the central focus of the school." Principals B and C stressed the importance of reading and assessing data to determine the best ways to support instruction. Further discussion of this question revealed that these principals also all agree that, in addition to knowing and supporting the curriculum, the following are also important factors in increasing student achievement in Title I middle school campuses: taking risks for change, creating a professional learning environment for teachers, celebrating success, and forming partnerships with all stakeholders. Principal C asserted:

> "One of the first things I do is to try to form a relationship of trust, not only with my teachers, but also with the students, their parents and the community at large. I need all stakeholders to know that I can be trusted. In turn, I have no problem letting stakeholders know that I trust them to be on board with the education of our children. My students, too, know that with my leadership, their education and success is in good hands."

Principals A, B and D all emphasized the importance of teachers learning and sharing together. They all seemed to favor the formation of Professional Learning Communities not only at the district, but also at the campus level. Principal B shared his "A Cup with the Community" plan, whereby once a month he invites parents and other members of the community to join him for coffee and donuts. It is during this time he takes the opportunity to share what is going on at school, especially in the classroom, to foster student achievement. He said, "I feel this is a great way to gain the trust of other stakeholders." Principal D said that he makes it his business to put mechanisms in place whereby his teachers learn to see and treat parents and the community as assets to the success of their students. He said his teachers make regular phone calls and regularly invite parents into the classrooms. Principal D added, "If families are going to trust us we have to do what it takes for them to believe that we are qualified, fair, dependable, and have their children's best interests at heart."

4. How are perceived strengths and areas of improvement reported on the MLQ similar to and different from principals' perceptions of what contributes to the success of a Title I campus?

Principal A's perception and his rater's perception of his leadership attributes and behaviors were closely aligned. According to the average ratings and self-rating of Principal A, his leadership behaviors and attributes is that of a Transformational Leader. Principal B perceived himself to be stronger in the area of Individual Consideration by coaching his staff, while his rater's average ratings in that area were one of his lowest. The raters perceived Principal B's strength to be in Idealize Influence (Attributes). He is trusted and respected by

his staff. The raters viewed Principal B as one who goes beyond self-interest for the good of the group. Principal C perceived herself to be stronger in the area of Idealized Influence (Behaviors); her rater's average rating in that category was off by 0.1. Principal C's raters felt that she exhibits attributes that coincide with Idealize Influence. The raters perceived Principal C's strength to be in Idealize Influence (Attributes). She is trusted and respected by her staff. The raters also viewed Principal C as one who goes beyond self-interest for the good of the group. Principal D perceived self to be strongest in the areas of Idealized Influence (Behaviors) and Inspirational Motivation; his rater's average rating was off by 0.4 in Idealized Influence (Behaviors) and 0.1 in Inspirational Motivation. Principal D's raters felt that he exhibits Transformational Leadership behaviors that coincide with Inspirational Motivation and Intellectual Stimulation. The raters perceived Principal D's strength to be in involving and motivating others to be creative in finding solutions to problems. Principal D is able to encourage others to offer their perspectives. The principals were asked in the interview what attributes they felt were necessary as a middle school principal that contribute to the success of a Title I campus? Principal D felt that he is not only responsible for the building, but he is also responsible for creating the culture in the building. To begin this process he stated he must have a clear vision of what it is going to take for all students to achieve. Principal D then stated, "I have to be very clear about how I am going to communicate that to all stakeholders. This message has to be clear and consistent in order for our students to be successful."

Principal A stated the importance of not only knowing the curriculum, but also having a clear vision of how it is going to be successfully imparted to students.

> "If my teachers, students, or any stakeholder feel that I am all over the place on important matters and change my vision on a regular basis, they will abandon ship, thereby jeopardizing student achievement. I have to also be very open about ways of achieving the ultimate goal, student achievement. I need to know that there may be more than one way to achieve a common purpose and be open to suggestions."

Principal B stated:

> "You have to make people want to follow you. At the risk of sounding a little arrogant, you have to be confident in your abilities to lead. If you are confident and do your job well, people will want to follow you. You have to believe in your own vision in order for others to respect and trust you."

Principal C believes in empowering others by providing training and opportunities for them to also lead and be a part of the decision-making process. He believes, "I have to involve all in the process. I create an environment of team building, leadership building, etc. I have to be open to the creativity of the staff. I have to show appreciation for this creativity."

The four principals exhibited attributes and behaviors of a Transformational Leader. The MLQ measures three outcomes of success as well as the nine leadership behaviors. Bass and Avolio (2004) state, "Success is measured by how often leaders perceive themselves to be motivational, effective in interacting with others, and satisfied with their methods of working with others" (p. 32). Figures 15-18 display the outcomes of success for each principal. Satisfaction with Leadership was closely aligned between the raters and the principals.

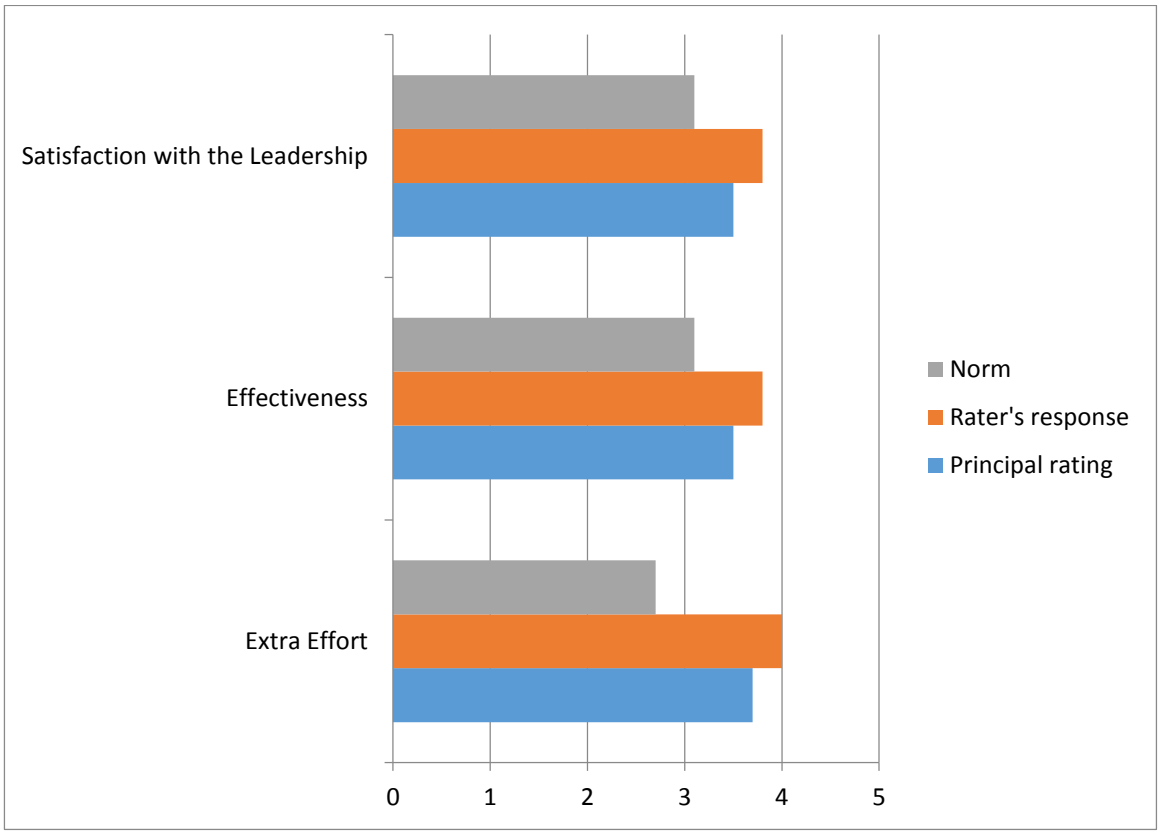

Figure 15. Outcomes of Leadership: Principal A. Figure 15 displays how Principal A and his raters perceived the frequency of behaviors that he exhibited for each outcomes of leadership compared to various norms for the MLQ.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

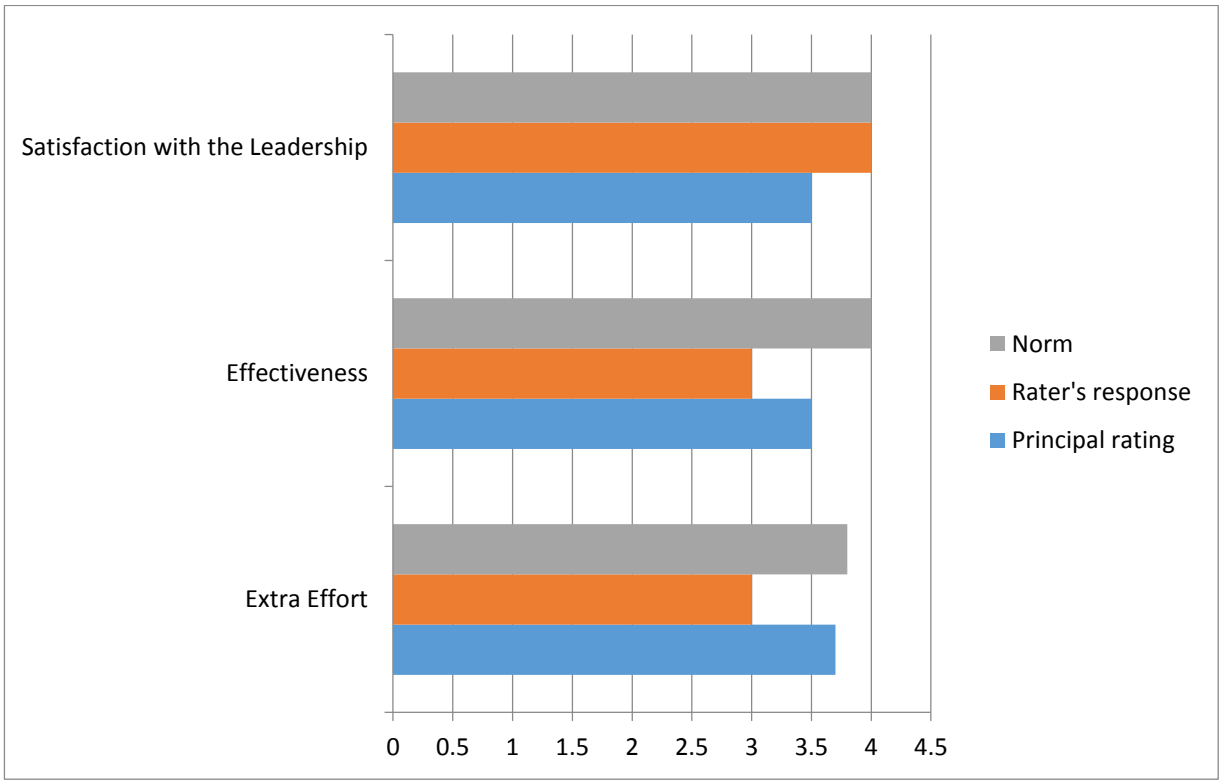

Figure 16. Outcomes of Leadership: Principal B. Figure 16 displays how Principal B and his raters perceived the frequency of behaviors that he exhibited for each outcomes of leadership compared to various norms for the MLQ.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

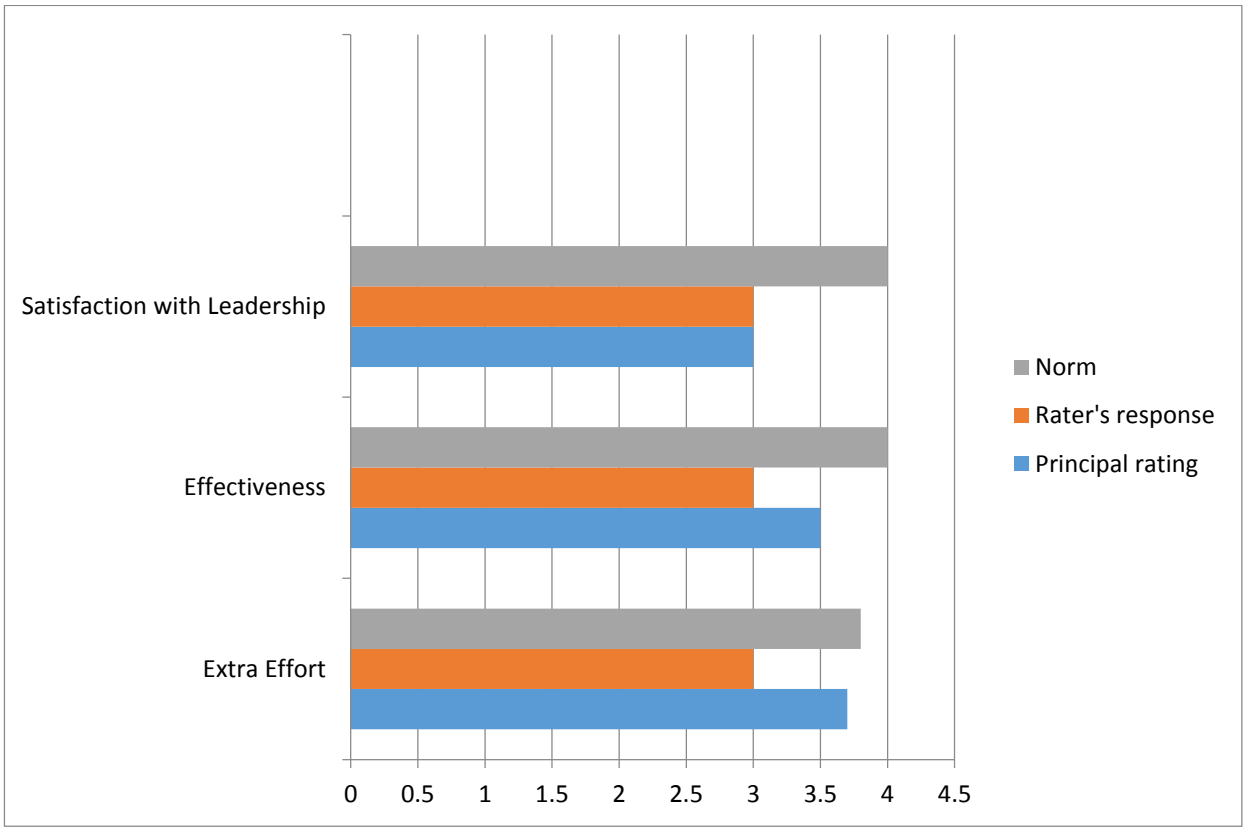

Figure 17. Outcomes of Leadership: Principal C. Figure 17 displays how Principal C and his raters perceived the frequency of behaviors that he exhibited for each outcomes of leadership compared to various norms for the MLQ.

Mean response for this full range of leadership styles was interpreted with the scale below:

0=not at all
1=once in awhile
2=sometimes
3=fairly often
4=frequently, if not always

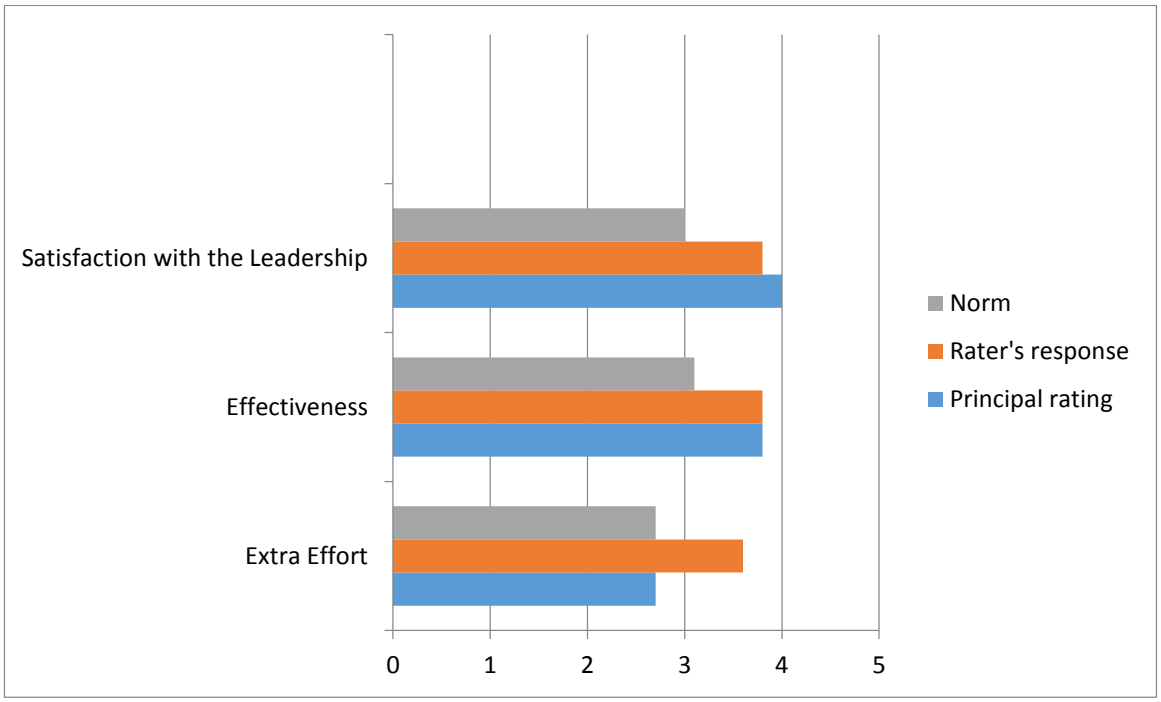

Figure 18. Outcomes of Leadership: Principal D. Figure 18 displays how Principal C and his raters perceived the frequency of behaviors that he exhibited for each outcomes of leadership compared to various norms for the MLQ.

Mean response for this full range of leadership styles was interpreted with the scale below:

0-not at all

1=once in awhile

2=sometimes

3=fairly often

4=frequently, if not always

Summary

As the common themes emerged, it became noticeable to the researcher that most of the themes were related to the transformational and transactional leadership behaviors measured by the MLQ, as well as the Wallace Foundation (2011) 5 Key Functions of Principal Leadership (Avolio & Bass, 2004; Wallace Foundation, 2011). Research shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Troubled schools that are turned around are not turned around without the intervention of a powerful leader (Hallinger, 2003). Sweeny (1992) contended, "Effective schools have effective leaders" (p. 14). Schools cannot succeed without effective leaders. Bjork and Ginberg (1995) further asserted that excellent schools simply cannot exist without exceptional leaders.

Common Themes. Each of the four Title I middle school participants engaged in various initiatives and actions that contributed to their campus success. The first common initiative that all of the principals implemented was the alignment of curriculum to state standards. Secondly, all of the participants were highly visible in the classrooms. The principals believed they needed to be visible to parents, teachers, and students, and consistently communicate the vision for student success. Thirdly, the principals felt strongly about creating ways to empower teachers and staff to build leadership capacity and positive relationships by being a coach, servant, team player, and instructional leader. Lastly, principals consistently communicated their vision to all stakeholders.

These common behaviors were (a) ongoing monitoring and evaluation of programs, (b) visibility, (c) building relationships, (d) building leadership capacity, and (e) shared vision. These findings suggest that change initiatives and actions are primarily supported by transformational behaviors.

Table 10

Common Themes of Four Title I Principals

Coding Category	Sample Supporting Response Data
Visibility (Servant)	"The less I'm in the classroom the more anxious I become. Visibility is important at this school."
Building Relationships & Leadership Capacity (Coach)	"People have to trust you. I don't think you can get buy-in without trust."
Shared Vision (Team Player)	"A leader has a vision and is pointing towards that point on the skyline."
Monitoring & Evaluation of Programs (Instructional Leader)	"The only reason we're all here is so kids learn. It's the pure excitement seeing kids learning that motivates us all."

The next chapter, Chapter 5, discusses an overview of the study, discussion of the results, implications for school leaders, and suggestions for further research.

Chapter V:

Summary and Discussion

Ten years ago school leadership was absent from most school reform agendas. No one was certain about how to proceed with major school reform. Today, improving school leadership in schools is high on the list of priorities for school reform (NCES, 2011). Educators have long known intuitively that school leadership makes a difference. Many early studies on school effectiveness, for example, reported that leadership, specifically instructional leadership, was one of several defining characteristics of successful schools. Principals must have the ability to manage, delegate, and build relationships in order to lead a Title I school where students are achieving academic success (Elmore, 2006). This chapter will include an overview of the study, discussions of the findings in conjunction with implications for school leadership, and implications for further study.

Overview of Study & Discussion of Findings

The effectiveness of middle school leadership requires change in order to meet the needs of societal and school demographics. By increasing our efforts at bridging the gap for our youth in transition between elementary and high school, we are modeling a unified system that sends the message that all youth matter (Balfanz, 2007; Ogbu, 1987). Now, middle school principals have responsibility for providing instructional leadership in a wide variety of specific subjects (Cole, 1999; Kilpatrick 2001). The daily expectations of a principal's job combine all of the knowledge and skills of instructional, managerial, and transformational leadership. Principals need to have a shared vision among all stakeholders. The four Title I principals in this study all reported behaviors that coincide with the behaviors of a

Transformational Principal as described by Bass (1990). As the common themes emerged, it became noticeable to the researcher that most of the themes were related to the transformational and transactional leadership behaviors measured by the MLQ, as well as the Wallace Foundation (2011) 5 Key Functions of Principal Leadership (Avolio & Bass, 2004; Wallace Foundation, 2011). Research shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Troubled schools that are turned around are not turned around without the intervention of a powerful leader (Hallinger, 2003). Sweeny (1992) contended, "Effective schools have effective leaders" (p. 14). Schools cannot succeed without effective leaders. Bjork and Ginberg (1995) further asserted that excellent schools simply cannot exist without exceptional leaders.

Principals' perceived strengths with regard to self-rating on MLQ. Data collected from the interviews revealed that the personal perceived strengths of each principal directly align with research on transformational leadership. Principal A perceived himself to be strongest in the area of Inspirational Motivation. He believes in displaying optimism and enthusiasm. He encourages followers and expresses confidence that the goals set will be achieved. Inspirational motivation is to motivate and inspire those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes principals who motivate associates to commit to the vision of the campus. Principals with inspirational motivation encourage team spirit to reach goals.

Principal B perceived himself to be strongest in the area of Individual Consideration. Principal B believes in building capacity. Individualized consideration represents the principal's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. Principals with individual consideration encourage staff to reach goals that help both the students and the campus.

Principal C perceived herself to be strongest in the area of Idealized Influence (Behaviors). Principal C believes in demonstrating high moral standards, values and beliefs. Principal D perceived himself to be strongest in the area of Idealized Influence (Behaviors) and Inspirational Motivation. Principal D believes in demonstrating high moral standards, values and beliefs. He also feels that the leader should always be optimistic and enthusiastic. Idealized influence is defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. Here, Principals C and D are exemplary role models for their staff. They can be trusted and respected by stakeholders. It's reported that principals C and D demonstrate idealized influence behaviors by being considerate in dealing with their followers and their professional needs. It can be understood that the teachers trust their principals and they have confidence in their efforts to move their school forward.

Alignment of Successful Title I Principals' perceived strengths with other raters' MLQ results. The MLQ ratings compared to all four principals' ratings were closely aligned. There was a difference of 1 between the raters of Principal A and what he perceived as his

greatest strength. The highest scoring difference between Principal B and the raters' scoring highest was 1.9 and for Principal C was .5. The highest difference in ratings between Principal D and his raters was .6. The attributes and behaviors of all four Title I Middle School principals were closely aligned to what research describes as Transformational Leadership.

Transformational leaders intrinsically motivate followers to function collectively to achieve a common goal (Burns, 1979). It is important to distinguish between the principal as a person and the position of principal as a collection of important tasks and responsibilities that must be carried out in order for the goals of the school to be efficiently achieved (Hughes & Ubben, 1989).

Principals' perceptions of their role in the success of a Title I campus. The principals viewed their role in the success of their Title I campus as a servant, coach, instructional leader, and a team player. According to Sergiovanni (1994), principals have special stewardship obligations; they must plant the seeds of community, nurture fledging community, and protect the community once it emerges. To do this they lead by following. They lead by serving. Transformational leaders motivate stakeholders to aim for a higher level of achievement as well as higher levels of ethical and moral standards. High performing organizations are built by high performing stakeholders (Murphy 2005). Successful principals embrace change as long as it adds value to the education of all the students in their school. A transformational principal sees the value in developing people by giving personal attention to teachers (Bass, 1990), assisting individuals when they are struggling personally or

professionally (Bass, 1990), and showing concern about staff members' needs and feelings (Jantzi & Leithwood, 1996; Leithwood et. al., 1999).

There is no single program that can meet the academic needs of all students, as proven by the scores across the state and specifically with our Title I minority middle school students. In order to increase the number of minority students that are achieving success in middle schools, it is important to understand what tools and best practices are being used with success. Waits (2006) declared that "Beat the Odds" schools consisted of: focused principals, data utilization to support individual student needs, streamlined vision aligned with things they could change, and results oriented staff. Successful schools were academically focused and utilized time effectively.

All four principals agreed that it is vital to know the curriculum in order to assess instruction and fully support the instructional efforts of teachers. Principal D stated that his instructional knowledge of the curriculum is the foundation needed to be the instructional leader on his campus. Principal A had similar beliefs in regards to knowledge of the curriculum. Principals A and D both believed that an adequate amount of time must be spent in the classrooms observing instruction in order to identify the strengths and needs of the teacher. Principals of effective schools monitor teachers as instructional leaders and must shift from sole decision makers to facilitators. Empowerment is significant to school reform (Burns, 1978).

The principals believed they needed to be visible to parents, teachers, and students, while consistently communicating the vision for student success. The four Title I principals

attended PTA, Rotary, as well as District Board meetings to promote their campus and solicit partnerships. School activities were also promoted on the campus marquee as well as the website to encourage community members to get involved. The four principals all touched on the importance of trust and buy-in, not only from students and staff but also from the community and stakeholders. Research also shows that when the community and social responsibility is incorporated into the curriculum it tends to have a positive effect on academic achievement. Weiler et al. (1998) and Stephens (1995) found that middle school students that are engaged in service learning programs exhibit an increase in personal and social responsibility, communication, sense of competence and problem-solving skills. Effective principals include teachers in decision making about educational matters to improve academic performance (Leithwood, 1999).

Senge (1990) states, "In a learning organization leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexities, clarify vision, and improve shared mental models – that is they are responsible for learning" (p. 17). Successful principals empower staff through collaboration and shared leadership; they also encourage risk taking and problem solving (Davenport & Anderson, 2002). Research recommends that middle level schools operate with a collaborative democratic governance structure focused on student learning (Jackson & Davis, 2000). Green (2001) found that the involvement of teachers, as well as parents, contributes to a reduction of resistance to change, an increase in the quality of decision making, and enhancement of successful program implementation. Principals who implement a

model of shared leadership and decision making realize that change is likely to be successful when staff members who implement such changes have a voice decision-making. Building relationships and partnerships with stakeholders is also important in the success of a Title I school. The learning partnership is created when parents and teachers share common expectations for student performance and plan in support of student performance. The more the teachers, parents, and students work towards the common good of the student, the higher the student achievement.

Having a vision was another common theme among the four principals. The four principals communicated their vision with all stakeholders. Principal D felt responsible for communicating his clear vision at every faculty and parent meeting. He stressed the importance of being consistent and open to all. Principal A stressed the importance of all stakeholders having a clear understanding of the vision and how it will help achieve student success. Principal B talked about influencing others to share the vision. He added how he exhibited confidence in his leadership and belief in the vision. Principal C used team building and empowering of others to carry out his vision. All four principals' ultimate goal was student achievement.

An effective leader must have a vision. Vision identification is an action taken by school leaders to improve academic success (Day, Harris, & Hatfield, 2001; Deal & Peterson, 1999; Hallinger & Heck, 199; Hallinger & Heck, 2002; Leithwood et al., 1999; Liethwood & Jantzi, 2005; Matthews & Sammons, 2005; Schletchty, 2000; Sergiovanni, 1984; Stolp, 1994). According to Jantzi and Leithwood (1996), vision identification is the degree to which the

principal identifies new opportunities for the organization and develops, articulates, and inspires others with a vision of the future. A principal's role is to create a vision for the campus that will guide the school in a positive direction. NCLB mandated that schools increase student achievement. A school's vision should have a laser focus on student achievement, and as the campus works collaboratively towards reaching that vision, student performance will increase. The role of the transformational principal is to facilitate the faculty working together to create and work toward the achievement of school goals (Jantzi & Leithwood, 1996). The principal does not directly teach students; therefore, he/she must influence and motivate others in the school to work toward accomplishing the school vision of improving student achievement. As the standard of vision identification increases in the Title I schools, student achievement increases as a result.

Effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. An effective principal will ensure that their staff understands that academic success for all is a non-negotiable. Effective principals include teachers in decision making about educational matters to improve academic performance (Leithwood, 1999). It is crucial that the shared goal is inherently an ethical aim for social change and justice, anchored in the moral commitment to bring about social reform (Burns, 1979). The means do not justify the ends; transforming leaders are "burdened" with an ethical imperative to act morally (Burns, 1979, p.202).

A shared school vision establishes a direction for students, staff, and the community. It is not just for the leader, but for the common good; "By seeking the more profound hopes of

all stakeholders, school leaders can weave independent ideas into a collective vision" (Deal & Peterson, 1999, p. 89). The results of the application of a shared vision include the motivation and commitment of community members, a proactive orientation to teaching, direction for members of the organization, the establishment of standards of excellence, and the creation of an agenda for action (DuFour, 1998). Furthermore, shared vision and mission incorporate the perspectives and experiences of all members. The vision of the principal is the main ingredient in successful schools; staff and students are motivated to do better with this vision.

Similarities and differences between perceived strengths and areas of improvement reported on the MLQ and principals' perceptions of what contributes to the success of a Title I campus. The principals' perceived strengths are aligned with what they feel contributes to the success of a Title I campus. There was not a major gap in the scoring between the principals and their raters. Their perceived strengths are also aligned to what research states contribute to the success of a Title I campus. Findings of the principal interviews and survey substantiated the findings in the literature review. Sebring and Bryk (2000) stated that successful principals create an environment for learning. It is important that they set high standards for teaching and allow teachers to take risks and try new methods of teaching. Instructional leadership has been identified as a characteristic that differentiates effective principals from other principals (Leithwood & Jantzi, 1999). Christie (2000) also confirmed that educational leaders were required to be instructional leaders in order to maintain quality instructional programs, which is one of the main measurements of effective schools.

Davenport and Anderson (2002) said that successful principals empower staff through collaboration and shared leadership. Jackson and Davis (2000) recommended that middle level schools operate with a democratic governance structure that is focused on student learning. Leaders of highly successful schools need to be collaborative, as well as decisive, and knowing when to do what is the key to successful leadership (Bell, 2001; Chapman, 1998; Kimbal & Sirotnik, 2000).

Finally, another common theme shared by the four Title I principals was Monitoring & Evaluation of Programs. All four principals agree that it is important to know the curriculum in order to be able to adequately assess instruction and then to fully support the instructional efforts of the teachers. Principal D stated, "My instructional knowledge of the curriculum is the foundation needed to be the instructional leader on the campus. My classroom observations help me to identify the needs and strengths of instruction on my campus. I meet regularly with grade level teams to monitor students' needs and to assess what I can do better to support my teachers and the students." The four Title I principals' beliefs were similar in the area of monitoring and evaluating instruction and programs. The principals reported that they performed the following: met regularly with grade level teams, monitored student and teacher needs, worked closely with campus instructional specialists, analyzed data, and actively participated in the campus professional learning communities.

Active collaboration between principals and teachers on curriculum, instruction, and assessment is called shared instructional leadership. The principal is not only the instructional leader but the "leader of instructional leaders" (Glickman, 1989, p. 6). The responsibility is

shared between teachers and the principal for staff development and supervision of instructional tasks. Epstein and MacIver (1992) state that "rich" instruction at the middle level, if implemented in the four core subjects, led to improved student achievement and student attitude.

In another study, Pajak and McAfee (1992) argue that principals should be leaders of curriculum. The review of literature and their personal research found that "successful principals understand how the curriculum is organized and how learning activities, material, and instructional outcomes fit into that organization" (Pajak & McAfee, 1992, p. 23). The transformational leader has the ability to transform a weak instructional core into powerful teaching and learning because of instructional improvement via role-based professional development whereby learning is spread across roles.

Implications and Recommendations for School Leadership

The implications for practice within the field of campus leadership lie within the development of future principals. Principals must be able to understand how each phase of leadership; i.e. transformational, instructional, and managerial is connected to the other. The breakdown of each may seem confusing; the challenge of successfully delegating responsibility effectively is obvious. Possessing the ability to balance the different functions of leadership and understand how each is interrelated with the others is important for school success. As a result of the findings from the principals studied and the survey, the following four implications and recommendations are presented:

1. *Implication*: The curriculum and classroom instruction must be the major focus of the school.

   Recommendation: The principal must be knowledgeable about current practices of curriculum, instruction, and assessment. In addition, the principal must consistently monitor the effectiveness of school practices and their impact on student learning.

2. *Implication*: The success of all students must be the main mission of the school.

   Recommendation: The principal must model to all staff that the priority of the school is the success of all students. Staff members must be held accountable for this mission.

3. *Implication:* Collaboration and shared leadership give teachers ownership of student success.

   Recommendation: The principal must know when to give teachers a clear voice in decisions that impact the academic achievement of students.

4. *Implication*: The principal's primary responsibility is to be an instructional leader.

   Recommendation: The principal must ensure that staff are aware of the most current theories and practices in education and make the discussion of these practices important to the school's instructional culture.

Principal preparation programs must strive to examine the practical details of the job that go beyond the study of theory. A strong emphasis on daily practices of effective principals and how they manage all of the expectations of their leadership is imperative if a new campus leader wants to survive in this new age school reform. New or aspiring

administrators should have many opportunities to observe effective principals on the job and have these principals serve as mentors to them during their first two years. Darling-Hammond (2007) conveyed a similar conclusion when she described an exemplary principal preparation program would include the following components:

- An emphasis on instructional leadership,
- Opportunities to solve real-world leadership problems and receive feedback from peers and professors,
- Support from peers as well as formal mentoring and advising by accomplished principals,
- Internships that allow the principal candidate to do real work, and
- The recruitment of candidate from the ranks of the most accomplished teachers.

(Wallace Foundation, 2009, p.10)

The job of the principal is challenging even in the best of situations. It is a job filled with requirements and demands from every stakeholder from the superintendent to the students. Changes are needed in the preparation of school leaders that guide aspiring and practicing campus principals to improve practices, balance leadership responsibilities, and strive for equitable student achievement.

Implications for Further Research

The findings from this research study have provided many areas for future research. Future research could focus on how principals develop, communicate, and maintain a strong instructional vision that leads to school reform. First year principals coming into Title I schools

that are low-performing must start day one with a vision of school success. Identifying principals that are Transformational Leaders and examining their procedures for communication may help clarify specific behaviors that lead Title I campuses to success in student achievement. In addition to contributing to the existing research on principal leadership and student achievement, the results of this study provide insights for school principals that may prove beneficial in self-reflecting and thereby assisting schools to meet state standards. It is hoped that the results of this study will also provide timely comprehension of specific leadership behaviors that influence the overall performance of Title I schools.

Conclusion

Educational leaders play a vital role in determining a school's success. Research shows that the success or failure of school initiatives is directly linked to the leadership of the principal (Cotton, 2003; Robbins and Avey, 2004; Schlechty, 2005; Wagner 2005). It is important that educational leaders possess the leadership abilities to ensure that all students have the required skill to be successful in an ever changing global environment. NCLB has altered the manner in which principals function. A principal cannot run a school alone. Though pressure is mounting for change, principals must continue to work within a collaborative framework to achieve academic success. An effective principal must allow time for reflection and development of style. Leadership improves with experience. Principals should guide the vision and understanding of teaching, learning, and building partnerships. The use of idealized influence, individual consideration, inspirational motivation, and

intellectual stimulation may be one way to foster teacher-parent learning partnerships and student achievement at Title I schools.

With the increasing pressure from state and federal governments to improve achievement for all students, today's principal is more knowledgeable than ever about how to influence student achievement. School leaders have a commitment to use the insight from these findings to address their use of idealized influence, individual consideration, inspirational motivation, and intellectual stimulation. Additional, these findings may help school leaders support teachers in building accurate insight about at-risk students as well as understand the importance of sharing the vision and building effective parent –teacher relationships in order to achieve academic success.

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APPENDIX A

APPROVAL FROM THE UNIVERSITY OF HOUSTON HUMAN SUBJECT RESEARCH COMMITTEE

UNIVERSITY of HOUSTON
DIVISION OF RESEARCH

May 1, 2015

Aneka Bolden-Vancourt
c/o Dr. Robert Borneman
Educational Leadership & Cultural Studies

Dear Aneka Bolden-Vancourt,

The University of Houston's Institutional Review Board, Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "Case Study of the Attributes and Behaviors of Middle School Principals at Title I Schools" on March 27, 2015, according to federal regulations and institutional policies and procedures.

At that time, your project was granted approval contingent upon your agreement to modify your protocol as stipulated by the Committee. The changes you have made adequately fulfill the requested contingencies, and your project is now **APPROVED**.

- **Approval Date: May 1, 2015**
- **Expiration Date: April 30, 2016**

As required by federal regulations governing research in human subjects, research procedures (including recruitment, informed consent, intervention, data collection or data analysis) may not be conducted after the expiration date.

To ensure that no lapse in approval or ongoing research occurs, please ensure that your protocol is resubmitted in RAMP for renewal by the **deadline for the March, 2016** CPHS meeting. Deadlines for submission are located on the CPHS website.

During the course of the research, the following must also be submitted to the CPHS:

- Any proposed changes to the approved protocol, prior to initiation; AND
- Any unanticipated events (including adverse events, injuries, or outcomes) involving possible risk to subjects or others, within 10 working days.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,

Daniel O'Connor

Dr. Daniel O'Connor, Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: All subjects must receive a copy of the informed consent document, if one is approved for use. All research data, including signed consent documents, must be retained according to the University of Houston Data Retention Policy (found on the CPHS website) as well as requirements of the FDA and external sponsor(s), if applicable. Faculty sponsors are responsible for retaining data for student projects on the UH campus for the required period of record retention.

Protocol Number: 15269-01

Full Review:___ Expedited Review: X

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS.

APPENDIX B

CONSENT TO PARTICIPATE IN RESEARCH FORM

UNIVERSITY of HOUSTON
A CARNEGIE-DESIGNATED TIER ONE PUBLIC RESEARCH UNIVERSITY

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: ***Study of the Attributes and Behaviors of Middle School Principals in Title I Schools***

You are being invited to take part in a research project conducted by Aneka VanCourt in fulfillment of her doctoral dissertation from the College of Educational Leadership at the University of Houston. The project is being conducted under the supervision of Dr. Robert Borneman.

NON-PARTICIPATION STATEMENT

Taking part in the research project is voluntary and you may refuse to take part or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any research-related questions that make you uncomfortable.

PURPOSE OF THE STUDY

The purpose is to study the attributes and behaviors of middle school principals of high performing Title I schools. This case study will explore the leadership style and best practices reportedly used by the principal in order to meet the diverse needs of all students to increase academic achievement. The case study will also examine how principals' self-ratings on the MLQ are similar to and different from ratings of others familiar with their work. The role of the leader in shaping and directing the school towards academic success will also be examined. The leadership style and practices of a principal play an important part in student achievement. Grasping the leadership practices and the effect of the practices on middle school achievement will provide a wealth of knowledge that will advance our understanding of middle school students and increase student achievement.

PROCEDURES

You will be one of approximately 16 subjects participating in this project.
The participants will complete the self-rating on the MLQ first. A copy of the MLQ survey is attached. The MLQ is an online questionnaire that is owned by a company named Mind Garden. The researcher will provide Mind Garden with the four selected principal's names and their email addresses. Mind Garden will send the four principals a link that will enable them to complete their self-rating on the MLQ. Once the four principals complete their self-rating on the MLQ, they will provide the researcher and Mind Garden with the names and email addresses of three colleagues (raters) that are familiar with their leadership abilities. The researcher will email a copy of the recruitment letter to the raters. Once the researcher receives a response from the raters they will be emailed a copy of the consent document for them to read over and ask questions if needed. Once that is completed, Mind Garden will email the twelve colleagues the link to complete the MLQ survey. The survey responses from the colleagues (raters) will be anonymous to the principals and the researcher. The four principal and the researcher will not know what ratings were given by the rater. The responses provided will be anonymous. Participants will also partake in a face-to-face interview with the researcher. Each principal will be asked three open ended questions relating to their leadership.

1. How does a principal's leadership behavior (Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) lead to increased results in student achievement?
2. How does a principal's leadership knowledge of best practices contribute to the success of a Title I campus?
3. What attributes are necessary as a middle school principal that contribute to the success of a Title I campus?

Interview est. time--90 min—The interview will take place at each principal's campus. The researcher will ask the three questions listed above. The researcher will audio record if the principal agrees to. If the principal chooses not to be recorded, written notes will be taken.

Review/Revise responses--10 min-- The researcher will email a copy of the transcription to each principal to read over. If corrections or revisions are needed. The researcher will schedule a meeting within two days of the principal's request to revise.

Follow up if needed--20 min—If the principal requests to revise his/her responses. I will schedule a follow up meeting within two days of the request to allow the principals an opportunity to revise responses.

Raters--MLQ survey--one time--20min. The colleagues selected by the principals will only have to complete the online survey once.

CONFIDENTIALITY

Every effort will be made to maintain the confidentiality of your participation in this project. Each subject's name will be paired with a code number by the principal investigator. This code number will appear on all written materials. The list pairing the subject's name to the assigned code number will be kept separate from all research materials and will be available only to the principal investigator. Confidentiality will be maintained within legal limits.

RISKS/DISCOMFORTS

There are no forseeable risks, discomforts, or inconveniences participating in this study.

BENEFITS

While you will not directly benefit from participation, your participation may help investigators better understand attributes and leadership behaviors that contribute to the success of Title I schools.

PUBLICATION STATEMENT

The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual subject will be identified.

AGREEMENT FOR THE USE OF AUDIO/VIDEO TAPES

If you consent to take part in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations. You can still participate in the study if you choose not to be audio taped the researcher will take written notes.

☐ I agree to be audio taped during the interview.

- ☐ I agree that the audio/ video tape(s) can be used in publication/presentations.
- ☐ I do not agree that the audio/ video tape(s) can be used in publication/presentations.

☐ I do not agree to be audio taped during the interview.

SUBJECT RIGHTS

1. I understand that informed consent is required of all persons participating in this project.
2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.
5. I understand that, if I have any questions, I may contact Aneka VanCourt at 713-539-3374 or avancourt@uh.edu . I may also contact Dr. Robert Borneman, faculty sponsor, at 713-743-3382.
6. **Any questions regarding my rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects (713-743-9204). All research projects that are carried out by Investigators at the University of Houston are governed be requirements of the University and the federal government.**

SIGNATURES

I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions to my satisfaction. I give my consent to participate in this study, and have been provided with a copy of this form for my records and in case I have questions as the research progresses.

Study Subject (print name): _____

Signature of Study Subject: _____

Date: _____

I have read this form to the subject and/or the subject has read this form. An explanation of the research was provided and questions from the subject were solicited and

answered to the subject's satisfaction. In my judgment, the subject has demonstrated comprehension of the information.

Principal Investigator (print name and title):_____

Signature of Principal Investigator: _____

Date: _____

APPENDIX C

RECRUITMENT LETTER

Recruitment Letter

Dear Rater,

My name is Aneka VanCourt and I am the principal of Dr. Gerald D. Cobb Sixth Grade Campus in Houston, Texas. In addition to my administrative duties, I am also a doctoral student at University of Houston. I am writing to ask you to be part of a mixed-methods research study titled "Study of the Attributes and Behaviors of Middle School Leaders in Title I Schools." This is part of the requirements for a doctoral degree in Educational Leadership. I hope you will agree to participate. Your name and email address was provided to me by _____, one of the Title I principals participating in the study.

Participating in this study will include:
Completing a twenty minute online Multifactor Questionnaire (MLQ). You will be asked to rate the principal that selected you on their leadership abilities. The MLQ is owned by a company name Mind Garden. The Multifactor Leadership Questionnaire (MLQ) measures a broad range of leadership types. The MLQ identifies the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work.

Participation in this study is completely voluntary and there is no penalty for not participating or for withdrawing from the study. If you agree to participate in this study, your survey responses will be totally confidential. All retrieval data from Mind Garden will be kept in a locked file in Farrish Hall, Room 112E at the University of Houston. This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204.

Please contact me by replying by email to avancourt@uh.edu. Feel free to contact me by phone at (713) 539-3374.

Sincerely,

Aneka VanCourt

APPENDIX D

ANONYMOUS RESEARCH FORM

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

ANONYMOUS RESEARCH--Rater

PROJECT TITLE: Study of the Attributes and Behaviors of Middle School Principals at Title I Schools

You are being invited to participate in a research project conducted by Aneka Bolden-VanCourt from the College of Education at the University of Houston. This project is part of thesis requirement by the university. This project is being conducted under the supervision of Dr. Robert Borneman.

NON-PARTICIPATION STATEMENT
Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question

PURPOSE OF THE STUDY
The purpose is to study the attributes and behaviors of middle school principals of high performing Title I schools. This case study will explore the leadership style and best practices reportedly used by the principal in order to meet the diverse needs of all students to increase academic achievement. The case study will also examine how principals' self-ratings on the MLQ are similar to and different from ratings of others familiar with their work. The role of the leader in shaping and directing the school towards academic success will also be examined. The leadership style and practices of a principal play an important part in student achievement. Grasping the leadership practices and the effect of the practices on middle school achievement will provide a wealth of knowledge that will advance our understanding of middle school students and increase student achievement.

PROCEDURES
You will be one of approximately sixteen subjects to be asked to participate in this project. You will be asked to complete the online Multifactor Leadership Questionnaire (MLQ). Mind Garden is the owner of the MLQ survey. The MLQ measures a broad range of leadership types. The MLQ identifies characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work.

The principals provided the researcher and Mind Garden with your names and email addresses. Once you respond to the researcher and have read the consent document you will receive a link via email from Mind Garden to complete the MLQ.

Mind Garden will notify the researcher by email once all surveys are complete.

The interview will consist of three open-ended questions that will be directed to four principals related to their leadership styles. The researcher will review data from both sources (MLQ & interview) and will search for commonalities and differences. An investigation of similarities and differences in terms of leadership behaviors and attributes will be determined from the interview of the four campus principals. The responses from the interviewed principals will be paired to the MLQ results.

Raters Task:

1. Complete online MLQ survey.

Estimated Time: 20 minutes

CONFIDENTIALITY
Your participation in this project is anonymous. Please do not write your name on any of the research materials to be returned to the principal investigator.

RISKS/DISCOMFORTS
There are no foreseeable risks participating in this study.

BENEFITS
While you will not directly benefit from participation, your participation may help investigators better understand what attributes and behaviors contribute to the success of Title I middle schools.

ALTERNATIVES
Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT
The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions, you may contact Aneka Bolden- VanCourt at avancourt@uh.edu or 713-539-3374. You may also contact Dr. Robert Borneman, faculty sponsor, at 713-743-3382.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Principal Investigator's Name: _____
Signature of Principal Investigator: _____

APPENDIX E

MULTIFACTOR LEADERSHIP QUESTIONNAIRRE

Multifactor Leadership Questionnaire™

Instrument (Leader and Rater Form)

and Scoring Guide (Form 5X-Short)

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

info@mindgarden.com
www.mindgarden.com

MLQ Multifactor Leadership Questionnaire™ Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1.	I provide others with assistance in exchange for their efforts	0	1	2	3	4
2.	I re-examine critical assumptions to question whether they are appropriate	0	1	2	3	4
3.	I fail to interfere until problems become serious	0	1	2	3	4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5.	I avoid getting involved when important issues arise	0	1	2	3	4
6.	I talk about my most important values and beliefs	0	1	2	3	4
7.	I am absent when needed	0	1	2	3	4
8.	I seek differing perspectives when solving problems	0	1	2	3	4
9.	I talk optimistically about the future	0	1	2	3	4
10.	I instill pride in others for being associated with me	0	1	2	3	4
11.	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12.	I wait for things to go wrong before taking action	0	1	2	3	4
13.	I talk enthusiastically about what needs to be accomplished	0	1	2	3	4
14.	I specify the importance of having a strong sense of purpose	0	1	2	3	4
15.	I spend time teaching and coaching	0	1	2	3	4

Continued =>

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

16.	I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17.	I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18.	I go beyond self-interest for the good of the group	0	1	2	3	4
19.	I treat others as individuals rather than just as a member of a group	0	1	2	3	4
20.	I demonstrate that problems must become chronic before I take action	0	1	2	3	4
21.	I act in ways that build others' respect for me	0	1	2	3	4
22.	I concentrate my full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23.	I consider the moral and ethical consequences of decisions	0	1	2	3	4
24.	I keep track of all mistakes	0	1	2	3	4
25.	I display a sense of power and confidence	0	1	2	3	4
26.	I articulate a compelling vision of the future	0	1	2	3	4
27.	I direct my attention toward failures to meet standards	0	1	2	3	4
28.	I avoid making decisions	0	1	2	3	4
29.	I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30.	I get others to look at problems from many different angles	0	1	2	3	4
31.	I help others to develop their strengths	0	1	2	3	4
32.	I suggest new ways of looking at how to complete assignments	0	1	2	3	4
33.	I delay responding to urgent questions	0	1	2	3	4
34.	I emphasize the importance of having a collective sense of mission	0	1	2	3	4
35.	I express satisfaction when others meet expectations	0	1	2	3	4
36.	I express confidence that goals will be achieved	0	1	2	3	4
37.	I am effective in meeting others' job-related needs	0	1	2	3	4
38.	I use methods of leadership that are satisfying	0	1	2	3	4
39.	I get others to do more than they expected to do	0	1	2	3	4
40.	I am effective in representing others to higher authority	0	1	2	3	4
41.	I work with others in a satisfactory way	0	1	2	3	4
42.	I heighten others' desire to succeed	0	1	2	3	4
43.	I am effective in meeting organizational requirements	0	1	2	3	4
44.	I increase others' willingness to try harder	0	1	2	3	4
45.	I lead a group that is effective	0	1	2	3	4

MLQ Multifactor Leadership Questionnaire
Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

___ I am at a higher organizational level than the person I am rating.
___ The person I am rating is at my organizational level.
___ I am at a lower organizational level than the person I am rating.
___ I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

THE PERSON I AM RATING. . .

1. Provides me with assistance in exchange for my efforts 0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4
3. Fails to interfere until problems become serious 0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards 0 1 2 3 4
5. Avoids getting involved when important issues arise 0 1 2 3 4
6. Talks about their most important values and beliefs 0 1 2 3 4
7. Is absent when needed 0 1 2 3 4
8. Seeks differing perspectives when solving problems 0 1 2 3 4
9. Talks optimistically about the future 0 1 2 3 4
10. Instills pride in me for being associated with him/her 0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance targets 0 1 2 3 4
12. Waits for things to go wrong before taking action 0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished 0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose 0 1 2 3 4
15. Spends time teaching and coaching 0 1 2 3 4

Continued =>

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

16.	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17.	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18.	Goes beyond self-interest for the good of the group	0	1	2	3	4
19.	Treats me as an individual rather than just as a member of a group	0	1	2	3	4
20.	Demonstrates that problems must become chronic before taking action	0	1	2	3	4
21.	Acts in ways that builds my respect	0	1	2	3	4
22.	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23.	Considers the moral and ethical consequences of decisions	0	1	2	3	4
24.	Keeps track of all mistakes	0	1	2	3	4
25.	Displays a sense of power and confidence	0	1	2	3	4
26.	Articulates a compelling vision of the future	0	1	2	3	4
27.	Directs my attention toward failures to meet standards	0	1	2	3	4
28.	Avoids making decisions	0	1	2	3	4
29.	Considers me as having different needs, abilities, and aspirations from others	0	1	2	3	4
30.	Gets me to look at problems from many different angles	0	1	2	3	4
31.	Helps me to develop my strengths	0	1	2	3	4
32.	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
33.	Delays responding to urgent questions	0	1	2	3	4
34.	Emphasizes the importance of having a collective sense of mission	0	1	2	3	4
35.	Expresses satisfaction when I meet expectations	0	1	2	3	4
36.	Expresses confidence that goals will be achieved	0	1	2	3	4
37.	Is effective in meeting my job-related needs	0	1	2	3	4
38.	Uses methods of leadership that are satisfying	0	1	2	3	4
39.	Gets me to do more than I expected to do	0	1	2	3	4
40.	Is effective in representing me to higher authority	0	1	2	3	4
41.	Works with me in a satisfactory way	0	1	2	3	4
42.	Heightens my desire to succeed	0	1	2	3	4
43.	Is effective in meeting organizational requirements	0	1	2	3	4
44.	Increases my willingness to try harder	0	1	2	3	4
45.	Leads a group that is effective	0	1	2	3	4

MLQ Multifactor Leadership Questionnaire
Scoring Key (5x) Short

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

Idealized Influence (Attributed) total/4 =

Idealized Influence (Behavior) total/4 =

Inspirational Motivation total/4 =

Intellectual Stimulation total/4 =

Individualized Consideration total/4 =

Contingent Reward total/4 =

Management-by-Exception (Active) total/4 =

Management-by-Exception (Passive) total/4 =

Laissez-faire Leadership total/4 =

Extra Effort total/3 =

Effectiveness total/4 =

Satisfaction total/2 =

---

1. **Contingent Reward** 0 1 2 3 4
2. **Intellectual Stimulation** 0 1 2 3 4
3. **Management-by-Exception (Passive)** 0 1 2 3 4
4. **Management-by-Exception (Active)** 0 1 2 3 4
5. **Laissez-faire** 0 1 2 3 4
6. **Idealized Influence (Behavior)** 0 1 2 3 4
7. **Laissez-faire** 0 1 2 3 4
8. **Intellectual Stimulation** 0 1 2 3 4
9. **Inspirational Motivation** 0 1 2 3 4
10. **Idealized Influence (Attributed)** 0 1 2 3 4
11. **Contingent Reward** 0 1 2 3 4
12. **Management-by-Exception (Passive)** 0 1 2 3 4
13. **Inspirational Motivation** 0 1 2 3 4
14. **Idealized Influence (Behavior)** 0 1 2 3 4
15. **Individualized Consideration** 0 1 2 3 4

Continued =>

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

16. Contingent Reward 0 1 2 3 4
17. Management-by-Exception (Passive) 0 1 2 3 4
18. Idealized Influence (Attributed) 0 1 2 3 4
19. Individualized Consideration 0 1 2 3 4
20. Management-by-Exception (Passive) 0 1 2 3 4
21. Idealized Influence (Attributed) 0 1 2 3 4
22. Management-by-Exception (Active) 0 1 2 3 4
23. Idealized Influence (Behavior) 0 1 2 3 4
24. Management-by-Exception (Active) 0 1 2 3 4
25. Idealized Influence (Attributed) 0 1 2 3 4
26. Inspirational Motivation 0 1 2 3 4
27. Management-by-Exception (Active) 0 1 2 3 4
28. Laissez-faire 0 1 2 3 4
29. Individualized Consideration 0 1 2 3 4
30. Intellectual Stimulation 0 1 2 3 4
31. Individualized Consideration 0 1 2 3 4
32. Intellectual Stimulation 0 1 2 3 4
33. Laissez-faire 0 1 2 3 4
34. Idealized Influence (Behavior) 0 1 2 3 4
35. Contingent Reward 0 1 2 3 4
36. Inspirational Motivation 0 1 2 3 4
37. Effectiveness 0 1 2 3 4
38. Satisfaction 0 1 2 3 4
39. Extra Effort 0 1 2 3 4
40. Effectiveness 0 1 2 3 4
41. Satisfaction 0 1 2 3 4
42. Extra Effort 0 1 2 3 4
43. Effectiveness 0 1 2 3 4
44. Extra Effort 0 1 2 3 4
45. Effectiveness 0 1 2 3 4

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You cannot include an entire instrument in your thesis or dissertation, however you can use up to five sample items. Academic committees understand the requirements of copyright and are satisfied with sample items for appendices and tables. For customers needing permission to reproduce five sample items in a proposal, thesis, or dissertation the following page includes the permission form and reference information needed to satisfy the requirements of an academic committee.

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If your research uses a Web form, you will need to meet Mind Garden's requirements by following the procedure described at http://www.mindgarden.com/how.htm#instrumentweb.

All Other Special Reproductions:

For any other special purposes requiring permissions for reproduction of this instrument, please contact info@mindgarden.com.

APPENDIX F

PRINCIPAL INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Participants will also partake in a face-to-face interview with the researcher. Each principal will be asked three open ended questions relating to their leadership.

1. How does a principal's leadership behavior (Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) lead to increased results in student achievement?
2. How does a principal's leadership knowledge of best practices contribute to the success of a Title I campus?
3. What attributes are necessary as a middle school principal that contribute to the success of a Title I campus?

APPENDIX G

POWELL'S (2004) CONCEPTUAL FRAMEWORK

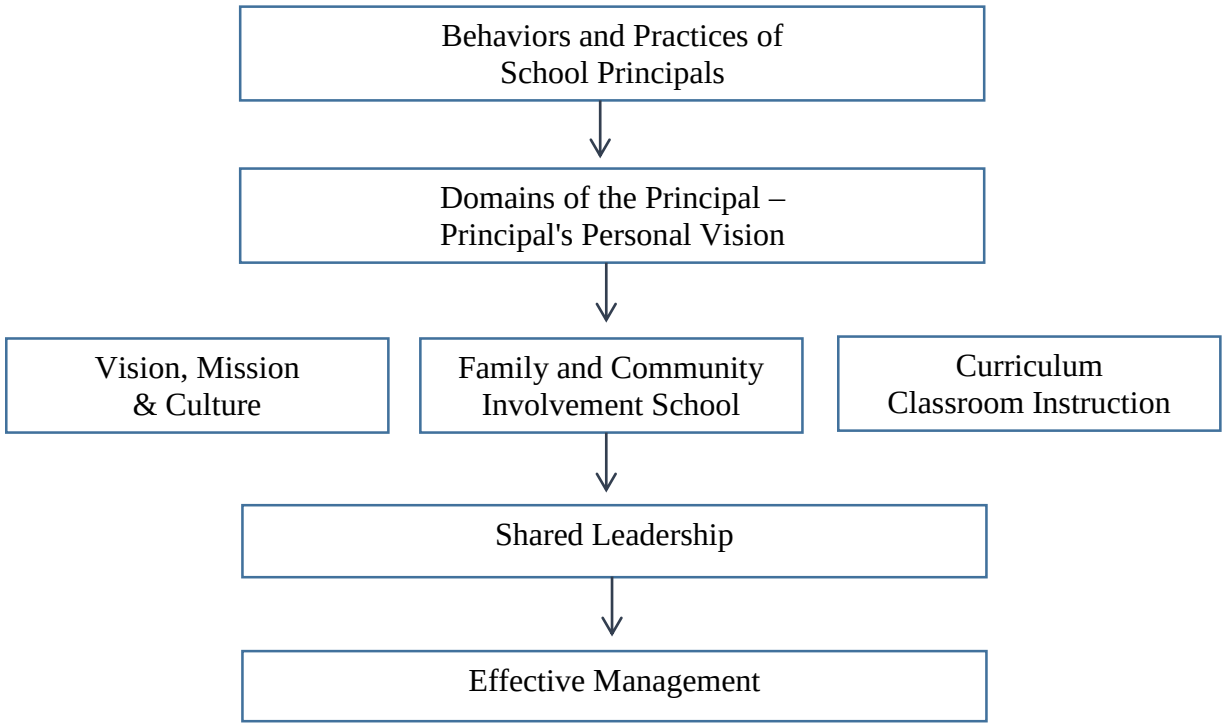

Figure 1. Powell's (2004) Conceptual Framework

Table 1

Domains and Examples of Principal Leadership Practices

Domains	Examples of Principals' Leadership Behaviors and Practices
Vision, Mission, Culture	● Provides a vision that's embraced by others ● Makes student achievement a high priority/mission of the school ● Treats staff as professionals ● Treats all stakeholders with respect ● Leads ethically ● Highly visible throughout the school ● Knows and calls students by name ● Celebrates successes frequently and openly ● Visits classrooms regularly ● Provides a nurturing environment for students and teachers
Domains	Examples of Principals' Leadership Practices

Curriculum and Classroom Instruction	● Teaches lessons in classrooms ● Makes student learning a high priority ● Knows curriculum and recognizes good teaching ● Encourages and provides opportunities for staff development ● Ensures special programs and resources are in place to meet the needs of all learners ● Makes academic decisions on his/her own at times
Collaboration and Shared Leadership	● Elicits teacher input regarding academic decisions and the purchase of instructional resources ● Involves staff in analyzing school data and developing the school's improvement plan ● Ensures teacher participation in the hiring process of new teachers ● Encourages and supports teacher leadership ● Encourages teacher participation in the decision-making process
Family and Community Involvement	● Hires staff to reflect school's diversity ● Makes all feel welcome, comfortable and appreciated (i.e., personally greets students and parents as they enter the school or assigns a staff member to do so) ● Keeps parents informed about student expectations Creates open lines of communication between home and school (i.e., sends home weekly newsletters, meets frequently with parents, provides translators as needed, etc.) encourages parental and community involvement (i.e., fosters partnerships with local businesses, encourages voluntarism, etc.) Removes barriers to communication (i.e., newsletters in more than one language)
Effective Management	● Effectively manages school budget ● Is resourceful (i.e., acquires funds via grants, businesses, central office, etc.) ● Remains focused on instruction (i.e., delegates behavioral and social issues) ●Implements an effective discipline plan ●Ensures minimal classroom interruptions